

Elementary School Head's Leadership Styles Influencing Teachers' Job Satisfaction in Selected Public Schools in Paranaque



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INTRODUCTION

Effective school leadership is a critical factor in the success of educational institutions. School heads play a pivotal role in shaping the school's culture and influencing the job satisfaction of teachers. The leadership style adopted by a school head can have a significant impact on the overall work environment, which, in turn, affects the job satisfaction of teachers.

In the field of education, leadership styles can vary widely. Some heads adopt an autocratic approach, where they make decisions unilaterally, while others prefer a democratic style, involving teachers in the decision-making process. Transformational leaders inspire and motivate their staff, while transactional leaders use rewards and punishments to achieve compliance. Laissez-faire leaders give teachers considerable autonomy. Each of these leadership styles can impact teachers' job satisfaction differently.

Autocratic Leadership: Heads with this style often impose decisions without consulting teachers. This can lead to frustration among educators, diminishing their job satisfaction as they feel disempowered and undervalued.

Democratic Leadership: Involving teachers in decision-making can foster a sense of ownership and collaboration, enhancing job satisfaction. Teachers appreciate having a voice in shaping their work environment.

Transformational Leadership: Transformational leaders inspire teachers by setting a compelling vision and fostering a culture of innovation. This can significantly boost job satisfaction, as educators feel motivated and valued.

Transactional Leadership: While transactional leaders provide rewards for good performance, an overreliance on this style can create a transactional atmosphere, where teachers focus solely on meeting expectations for rewards, potentially reducing job satisfaction.

Laissez-Faire Leadership: While some autonomy can be empowering, excessive autonomy without guidance can lead to confusion and frustration among teachers, negatively affecting job satisfaction.

Teachers' job satisfaction is a crucial determinant of their effectiveness and the overall quality of education. Satisfied teachers are more likely to be engaged, enthusiastic, and committed to their work, which positively impacts student learning outcomes. Conversely, dissatisfied teachers may experience burnout, leading to decreased performance and potentially impacting students' academic progress.

Teachers' job satisfaction is influenced by a myriad of factors, including leadership styles, workload, compensation, professional development opportunities, and the overall school climate. Leadership styles, as one of these factors, can either contribute to or detract from teachers' job satisfaction.

Studies have shown that a school head's leadership style can significantly affect teachers' job satisfaction. Educators often report higher job satisfaction when they perceive their school head as approachable, supportive, and willing to listen to their concerns. Transformational leadership and a collaborative approach tend to correlate positively with teacher job satisfaction, while autocratic or laissez-faire leadership styles often have a negative impact.

The perceived school head's leadership style is undeniably linked to teachers' job satisfaction. Effective leadership that fosters collaboration, motivation, and empowerment tends to result in higher

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levels of job satisfaction among educators. Understanding the various leadership styles and their potential impact on teachers can help educational institutions create a positive work environment that benefits both teachers and students. Ultimately, nurturing job satisfaction among teachers is essential for the overall success and quality of education within a school.

BACKGROUND OF THE STUDY

Effective leadership within the educational setting is of paramount importance for the overall success and satisfaction of teachers. School heads, as the top administrative figures in educational institutions, play a crucial role in shaping the school environment, influencing teacher performance, and ultimately impacting student outcomes. Among the various aspects of leadership, the leadership style adopted by school heads is a critical factor that can significantly influence the job satisfaction of teachers.

Job satisfaction among teachers is a multifaceted construct that encompasses their overall contentment and fulfillment in their roles within the school. High levels of teacher job satisfaction have been associated with increased teacher retention, improved teaching quality, and enhanced student achievement. Conversely, low job satisfaction can lead to teacher burnout, increased turnover, and reduced educational outcomes. Understanding the factors that influence teacher job satisfaction is, therefore, imperative for ensuring a productive and sustainable educational system.

One key factor that can influence teachers' job satisfaction is the leadership style of the school head. Leadership styles vary, with some heads adopting more autocratic, directive approaches, while others embrace more collaborative, participative styles. These leadership styles can have a significant impact on teachers' experiences in the workplace. For instance, a school head who fosters a supportive, participatory leadership style may create a more positive and empowering work environment, potentially leading to higher levels of job satisfaction among teachers. Conversely, a school head with an authoritarian leadership style may inadvertently contribute to lower job satisfaction among teaching staff.

Low job satisfaction among teachers is associated with discontentment which, if not addressed properly, may eventually lead to low performance of the school, its learners and its teaching personnel. Moreover, employee's resignation from the service to seek greener pasture is always a possibility.

The school where the researcher is currently assigned had four teachers who resigned from the service or transferred to provinces within the school year. The incident resulted to various problems such as skilled teacher replacement and addressing the academic needs of the learners. From a school head's perspective, this is quite alarming for if it continues, the school will have insufficient number of teaching personnel, making the learners' academic welfare at risk. Though the teachers had given their respective reasons for leaving the teaching profession such as pursuing a greener pasture and living with their family among others, the researcher marveled if their school head's leadership style could have influenced their job satisfaction and their decision in the end. This prompted the researcher to find out the level of teachers' job satisfaction in the three selected schools in the same district and whether it is affected by the leadership style of the school heads.

The study seeks to investigate the relationship between school head leadership styles and teachers' job satisfaction. By examining this relationship, researcher aims to shed light on how different leadership styles practiced by school heads influence the well-being and job satisfaction of teachers within their schools. Furthermore, understanding this dynamic can inform educational policymakers and school administrators on the importance of leadership development and training for school heads, with the goal of enhancing teacher job satisfaction and, consequently, the overall quality of education.

This study is particularly relevant in the context of contemporary educational challenges. Teachers face increasing pressures and demands in today's diverse and rapidly changing educational landscape. As such, it is essential to explore how school leadership can contribute positively to teacher job satisfaction, which, in turn, can impact student success. The findings from this research may provide valuable insights for educational leaders, policymakers, and practitioners aiming to create supportive and effective school environments that foster teacher well-being and job satisfaction. Ultimately, improving teacher job satisfaction can contribute to the creation of more fulfilling and successful educational experiences for both educators and students alike.

School Head Leadership

The importance of leadership and the quality of school circumstances are widely recognized as critical aspects in supporting development, modernization, change, and innovation in capacity building

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and teaching and learning techniques. Several studies and scholars, including Hallinger and Heck (2018), Schleicher (2021), Lee et al. (2019), and Lunenburg and Ornstein (2021), support this viewpoint.

School leadership is inextricably linked to the day-to-day operations of a school, acting as a driving force behind educational progress and success, or, in other situations, as a cause of failure. Scholars such as Kafka (2021) and Day and Sammons (2022) support this notion. According to Gurr et al. (2018) and Werang and Lena (2020), effective leadership that continually integrates school goals and visions with tangible activities is the cornerstone of constructing effective schools.

Considering these findings, it is critical to foster and grow strong leadership in schools to fulfill national educational goals and improve organizational performance.

Heads and instructors are widely acknowledged as the key drivers of successful leadership in educational institutions, eventually contributing to higher levels of student academic accomplishment. Several investigations, including those by Day and Sammons (2022), Fackler and Malmberg (2022), and Parveen et al. (2021), support this point of view.

However, it is worth noting that the influence of heads on student success, whether direct or indirect, has been a source of considerable debate, with research findings indicating both positive and negative effects, as observed in studies by Tan (2020), Hallinger and Ko (2021), and Wu et al. (2020a, b). Teachers, on the other hand, play a critical role in developing students' personal and intellectual growth inside educational institutions, as DuFour and Marzano (2023) note. According to the study done by Sebastian and Allensworth (2019), teachers' leadership and instructional qualities have the most significant influence on student academic attainment.

As a result, school administrations must facilitate and improve current knowledge management and classroom instruction to maximize educational attainment and increase teacher job performance. Studies by Antony et al. (2018), Al-Safran et al. (2020), Keddie (2021), and Parveen et al. (2022) support this accountability.

Employee job performance has long been a favorite issue among worldwide scholars, with empirical data linking it to leadership behaviors and leadership styles. Numerous investigations, including those undertaken by Bryman (2023), Morrison (2023), Haque et al. (2021), and Younas et al. (2022), have supported this association.

There is abundant evidence demonstrating a significant relationship between school head leadership styles and teacher job performance. Adeyemi (2022), Imhangbe et al. (2018), and Saleem et al. (2020) have all found this link. A comprehensive evaluation of rigorous research demonstrates that when leadership develops a shared vision and cooperation, teacher performance has a positive and constructive influence on student progress, as evidenced by Awamleh and Gardner (2021), Hallinger and Heck (2023), and Gumus et al. (2019).

In many circumstances, heads have a critical role in molding both the instructional and non-instructional components of teacher functioning, which has a direct impact on student accomplishment. Cheng (2020) and Leithwood et al. (2022) conducted studies that support this occurrence. As seen in the works of Schleicher (2021), Welch and Hodge (2018), and Saleem et al. (2020), leadership interventions such as setting directions, providing counseling services, mentoring, and coaching, and developing faculty are frequently cited as effective strategies for improving teacher job performance and assisting teachers in addressing institutional challenges.

As underlined by Tomlinson (2020) and Phuc et al. (2021), effective leaders train their teachers to face future difficulties and align with a shared vision. As a result, according to Tobin (2020), school heads are increasingly focused on improving teacher abilities by providing substantial assistance and oversight. These two interconnected variables highlight the importance of educational growth globally.

Unfortunately, as Bickmore and Dowell (2018) discovered, an undesirable leadership style adopted by school leaders might stymie teachers' ability to achieve agreed goals. As a result of the negative behaviors displayed by school leaders, a large number of teachers have voluntarily left the field, as demonstrated in research by Jones and Watson (2023) and Bickmore and Dowell (2018). Furthermore, due to the fragility of school head leadership, some instructors fail to offer great performance or successfully educate pupils, as emphasized by Oplatka and Arar (2018).

As a result of the scarcity and absence of good leadership and skilled teachers, school performance and results have worsened. In principle, Pakistan's National Education Plans and Policies explicitly outline the job of a teacher in the educational system (Punjab Government, 2018; Demir and

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Qureshi, 2019; Rizvi and Khamis, 2020). Unfortunately, as indicated in the works of Aslam (2019a,b) and Zü et al. (2023), the social perception and status of teachers in Pakistan have deteriorated in recent years, and teacher expertise is steadily falling owing to many underlying issues.

For example, conflict-affected local contexts and political involvement in teacher transfers and appointments are frequently cited as major reasons for local teachers' declining efficiency and professionalism (Ali, 2023; Chaudary and Imran, 2018; Nadeem et al., 2019; Halai and Durrani, 2018). Furthermore, as compared to other professions, Pakistani teachers frequently lack intellectual freedom, authority, independence, and job satisfaction, as noted in research by Ghazi and Maringe (2023), Malik et al. (2023), De Talancé (2023), and Ali (2018).

Surprisingly, the mainstream media routinely criticizes local teachers' performance, compounding the difficulties they encounter. As a result, both local and worldwide academics have repeatedly focused on the teacher shortage, deteriorating teacher status, and decreased levels of work satisfaction and passion for the teaching profession (Ali, 2018; Rizvi and Khamis, 2020).

Northouse (2018) defines leadership as the capacity to facilitate, inspire, and encourage followers by efficiently providing institutional resources to implement plans and achieve common objectives. According to Jaques (2023), another way to think about leadership is how a leader motivates a group to strive toward similar goals. In simpler terms, as Adair (2019) and Northouse (2018) highlight, leaders frequently prefer close collaboration with their subordinates to achieve joint interests rather than depending exclusively on their power to compel conformity to commands.

Leadership styles refer to the varied methods in which leaders offer guidance, influence, and encourage their employees. According to Petersen et al. (2021) and Lunenburg and Ornstein (2021), the relevance and efficacy of leadership styles in the educational sector are dependent on how school leaders fit their style with the duties of their followers.

According to Hallinger (2018), Miller (2018), and Phuc et al. (2020), school head leadership styles can vary and are impacted by local cultural norms and the unique environment of the school setting. In essence, leadership styles and methods can differ greatly depending on aspects such as leader personalities, socioeconomic context, and school culture. As a result, research by Busher (2018), Hoy and Miskel (2020), Chen et al. (2023), and Solomon and Steyn (2023) show, leadership styles are molded and altered to fit cultural and geographical variances.

Previous empirical study has found that heads in developing nations frequently use three primary leadership styles:

1. **Autocratic Leadership Style:** A leader in this style makes choices unilaterally without much involvement from others.
2. **Democratic or Participatory Leadership Style:** This method invites group members' involvement and collaboration in decision-making.
3. **Laissez-Faire or Free-Rein Leadership Style:** Leaders in this style are hands-off, giving group members great autonomy in decision-making and task performance.

Mumford (2018) suggested that most leaders favor participatory and directive leadership styles and support the promotion of democratic leadership styles as an alternative to laissez-faire and autocratic approaches. Literature also emphasizes the use or combination of various leadership styles, such as democratic, autocratic, task-oriented, collegial, or transformational approaches, in certain settings to launch school development and change.

Furthermore, a conceptual model of school leadership based on three basic leadership types has recently been developed: instructional, transformational, and moral. These approaches are intended to improve school effectiveness and teacher job performance.

Leadership needs the integration and proficient use of many methodologies, such as the behavioral approach, trait approach, and skills approach, as well as suitable leadership styles in various settings or contexts, whether in the capacity of administrators or educational leaders. Successful school leaders can alter their leadership style or use a blend of approaches to successfully direct teachers toward the attainment of school goals.

Leadership and Quality

School head leadership is critical in schools because it entails the school head's capacity to persuade, direct, coordinate, and organize school staff to collaborate in order to achieve educational and instructional goals. The leadership of heads has a substantial influence on the quality of education in

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schools since they are accountable for increasing the performance of teachers and other subordinates (Ulfa & Waluyo, 2022; Kalsum, 2022; Verawati, 2022).

School heads are responsible for administering and directing the school through a variety of administrative, managerial, and leadership duties that rely significantly on their expertise. Ekosiswoyo (2022) research stresses the role of leadership in improving educational quality. A leader's leadership style and behavioral qualities have the potential to influence and encourage individuals or groups within the company they manage, making leadership a vital aspect in supporting the process of improving education quality.

The school head's leadership style is a specific way to communicate with subordinates, incorporating their observed behavioral patterns, including words and actions. The school head's leadership style is critical in steering schools toward improving educational quality. This is consistent with the findings of Sari's (2019) study, which indicated that the school head's leadership style and achievement motivation had a substantial impact on educational quality. As a result, the school head's leadership style has a significant influence on teacher performance (Djailani & Usman, 2021; Ali, 2021).

The school head's responsibility includes motivating teachers and inspiring them to develop their creativity and maximize their potential. The findings of Rahmi's (2018) research, which indicated that teacher motivation positively adds to student learning outcomes, support this strategy. According to Wardhani and Soetomo (2022), to improve teacher performance, school heads must strengthen their leadership by giving work incentive and cultivating a feeling of job satisfaction among teachers. Teachers' performance improves significantly when they are highly motivated, competent, and supported by strong leadership.

Every action in the school environment should contribute to the development of a school culture that emphasizes and leads to quality. The findings of Umam et al.'s (2022) research corroborate this notion, emphasizing the significance of developing a quality culture that includes active, inventive, creative, effective, and pleasurable learning experiences. Fostering a great culture in education has the impact of creating pleasurable learning settings, improving learning circumstances, promoting character values, and improving learning outcomes. Furthermore, leadership and organizational culture are linked to overall success in educational institutions.

A variety of factors can have an influence on an individual's success. School leaders must be capable of employing appropriate leadership approaches, cultivating a positive school climate and culture, developing sound school policies, and instilling motivation that inspires teachers to carry out their responsibilities effectively, thereby improving their overall performance. This assumption is consistent with the findings of research done by Setiyati (2020), which found a favorable and significant relationship between the school head's leadership style, job motivation, school culture, and teacher performance.

In the educational context, "quality" pertains to both the educational process and the outcomes of education. The school head plays a pivotal role in addressing both internal and external factors within the school environment to facilitate the attainment of educational quality, as emphasized by Triatna (2017). A quality school is one that excels in delivering educational services, meeting, or surpassing the expectations and satisfaction of its stakeholders, including students, parents, and the community.

The leadership of the school head is identified as a pivotal factor influencing the quality of education. This conclusion is drawn from the findings of research conducted by Sulastri et al. (2023), which revealed a positive and substantial correlation between the school head's leadership and school quality. Consequently, it becomes imperative to ensure and maintain quality by implementing quality assurance measures that align with predefined standards and expectations.

According to Kompri (2021), school culture is a common view on life that is acknowledged by a community group. This culture includes modes of thought, conduct, attitudes, and values that appear in both concrete and intangible ways. According to Sunaengsih (2023) and Heryanto (2023), the school head's involvement in developing and fostering school culture is critical in deciding the overall quality of the school. The school leader accomplishes this position by demonstrating, instructing, and supporting healthy character development in all members of the school community, including teachers, students, and staff.

According to Umam et al. (2023)'s research, the establishment of a quality-focused culture has a positive influence on improving educational quality. Several major conclusions emerged from this study:

1. The establishment of a quality culture that is distinguished by active, inventive, creative, effective, and pleasurable learning practices.

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2. Identifying variables that either help or hinder the establishment of a quality culture.
3. The impact of implementing a quality culture, which includes creating engaging learning environments, establishing favorable learning conditions, encouraging a culture of learning, enhancing character values, and improving learning outcomes and achievements.

In the quest for quality improvement, school success and advancement are dependent on visionary leadership, management competence, unshakable devotion, and personal integrity. As a result, the efficacy of leadership aimed at improving graduation quality and providing optimal service to education consumers, or clients of education, is critical for educational institutions.

Heads can adopt a variety of steps to improve the quality of education at their school, as indicated by Liskayani and Sulastri (2018). These initiatives may include the following:

1. Staying committed to their designated place and actively engaging with the local community to highlight the importance of education for school-age children.
2. Enhancing teachers' and educators' qualifications via professional development.
3. Dedicated to strengthening the skills of both students and graduates.
4. Adding to the educational experience through a variety of activities, including extracurricular programs like scouting.
5. Gradually improve school facilities to foster a positive learning environment.

These activities jointly contribute to the school's continued enhancement of educational quality.

Teachers' Job Satisfaction

As Zidle stated in 2018, it is critical to create a precise description of a job. A job, according to Zidle, is a paid individual effort, usually undertaken by workers or employees, that contributes to the attainment of organizational goals. This job must be defined in terms of intended objectives. The profession of teaching is an exemplary case that fits this criterion. As a result, while discussing work happiness, it is only normal to question teachers' levels of satisfaction in their employment.

Kalhotra's research, published in May 2018, found that, among a sample of 250 randomly selected instructors (124 men and 126 females), both married and unmarried persons reported equal levels of job satisfaction in a variety of areas. These aspects included intrinsic job satisfaction, salary, advancement opportunities, working conditions, physical facilities, satisfaction with authorities, contentment with social status, family welfare, rapport with students, relationships with colleagues, and overall job satisfaction components.

Feng's research findings from a 2019 study involving 434 Chinese instructors pointed to many noteworthy discoveries. To begin, teacher satisfaction was determined to be rather poor in terms of compensation and job intensity. However, it was particularly high in terms of self-fulfillment. Furthermore, the study found that personal criteria including age, length of service in the profession, and the inclusion of core courses in the classroom had a substantial influence on instructors' overall work satisfaction.

According to Schahzada and Gillani's 2018 study, the primary drivers of job satisfaction among participants were remuneration, working environment, social standing, and school policies and procedures. These factors were crucial in defining the overall work satisfaction of the respondents in their study.

Huyman's 2020 research produced notable findings. It found that intrinsic variables such as security, activity, social service, variety, and ability utilization were the most important contributors to work satisfaction among rural schoolteachers. Extrinsic elements like recognition, business policies, prospects for growth, connections with coworkers, and salary, on the other hand, had a greater effect on discontent within the same context.

School Head Leadership and Job Satisfaction

Employee motivation, performance, and work satisfaction are crucial variables for all institutions, notably educational institutions (Ertas, 2021; Chen et al., 2023; Demircioglu, 2021). Previous research has found that the ability to finish a job tenure and survive a position is influenced not only by performance or the economic necessity for employment, but also by superiors' leadership behaviors (Sun and Wang, 2023; Bickmore and Dowell, 2018; Lee et al., 2019; Baig et al., 2021). Finally, the leadership position is critical in decision-making to motivate subordinates and establish an agreement on how and what their wants should be realized to meet employees' requirements and intended objectives (Kafka, 2021).

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Certain leadership strategies, such as good communication with teachers, well-established school head and teacher relationships, and attention to teacher professionalism, have experimentally proven to be helpful in terms of improving teacher morale and performance (Lambersky, 2022; Terosky, 2022). Thus, existing data demonstrates that improving teacher job performance involves significant efforts from both school administration and teachers (Imhangbe et al., 2018; Saleem et al., 2020). Organizational leaders' ethical behavior is vital in fostering work behavior, new ideas, and job satisfaction among employees (Hsiung, 2018; Haque and Yamoah, 2021).

Adeyemi (2022) performed research at senior secondary schools in Ondo State, Nigeria, to investigate school head leadership styles such as democratic, autocratic, and laissez-faire leadership in the context of teacher job performance. The stratified random sampling approach was used in the study, which comprised 240 administrators and 1,800 instructors. To investigate the correlations between the research variables, several statistical analyses were performed, including frequency counts, percentages, Pearson's correlation matrix, and t-tests.

According to the study's findings, the heads' majority leadership style was democratic leadership. Notably, greater levels of teacher job performance were strongly related to administrators' usage of both democratic and autocratic leadership styles in certain contexts ($p < 0.05$). In contrast, no significant association was seen between laissez-faire leadership and teacher job effectiveness.

Based on their findings, the authors advocated for a mix of autocratic and democratic leadership styles in school administration to increase teacher job performance. They also proposed that heads' laissez-faire leadership style be discouraged because it did not result in improved teacher job performance.

The cross-sectional empirical research by Werang and Lena (2020) sought to explore the link between school head leadership, school organizational environment, and teacher job performance at public senior high schools in Merauke Regency, Indonesia. The study drew a valid sample of 118 senior instructors using Krejcie and Morgan's method. To investigate the correlations between the various research variables, survey questionnaires were distributed.

The findings of the study found numerous important relationships:

1. School head Leadership and Teacher Job Performance: There was a positive and significant association between principal leadership and teacher job performance ($r = 0.395$, $p < 0.001$), showing that effective school head leadership was related with increased teacher job performance.
2. School Organizational Climate and Teacher Job Performance: A positive and significant association existed between school organizational climate and teacher job performance ($r = 0.242$, $p < 0.001$), implying that a favorable organizational environment was associated with improved teacher job performance.

The study found that the presence of authoritarian leadership was the preferred leadership style in the schools surveyed.

Furthermore, Arar and Oplatka (2021) did a literature analysis on prior research to investigate the leadership styles used by Arab educational leaders. Their analysis revealed a paucity of democratic leadership styles in the Arab world, underlining a particular element of that region's leadership practices.

Okoji (2022) also performed correlation research in selected rural community schools in Ondo State, Nigeria, to evaluate the association between secondary school school head leadership styles, which included democratic, autocratic, and laissez-faire leadership, and teacher job performance. A population of 50 administrators and 250 instructors were chosen for the study using a simple random selection procedure. For data collection, two questionnaires were used: the Heads' Leadership Assessment Inventory for heads and the Teachers' Job Performance Assessment Scale for teachers.

The study's findings revealed many important facts:

1. Democratic Leadership Style: A statistically significant positive link ($r = 0.118$, $p < 0.05$) was discovered between democratic leadership style and teacher job performance. This suggests that a more democratic leadership style was linked to better teacher job performance.
2. The autocratic leadership style was shown to have a statistically significant negative link with teacher job performance ($r = -0.314$, $p < 0.05$). This implies that an authoritarian leadership style is associated with poor teacher job performance.

The outcomes of the study also suggested that a combination of authoritarian and democratic leadership styles might greatly improve work performance and productivity among Nigerian teachers.

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Imhangbe et al. (2018) investigated the influence of school head leadership styles on teacher job performance in public senior secondary schools in Edo, Nigeria, including democratic, autocratic, and laissez-faire leadership. A correlational design was used in their study, which included a survey of 69 heads and 397 senior teachers, with data obtained using two individually customized questionnaires.

The findings of the study were as follows:

1. A mix of democratic, autocratic, and laissez-faire leadership styles statistically explained 68.3% of the variance in teacher job performance. This suggests that these leadership styles had a considerable impact on teacher job performance.
2. Democratic and laissez-faire leadership styles were shown to have a statistically significant favorable influence on teacher job performance ($p < 0.05$). The democratic leadership style was the most prominent among these types, with a high positive connection ($r = 0.801$).
3. Autocratic Leadership Has No Significant Impact: In contrast, no significant association was found between autocratic leadership style and teacher job performance ($p > 0.05$).

Based on their findings, the authors suggested that the school head's democratic leadership style be used to improve teacher job performance in the research region.

Saleem et al. (2020) performed a recent study to investigate the impact of four primary leadership styles, namely directive, supporting, participatory, and achievement-oriented leadership styles, on teacher job performance in Middle Eastern private secondary schools. Within the context of the path-goal theory, several leadership styles are theorized. In Lahore, Pakistan, a sample of 253 middle management professionals, including vice heads, division heads, and coordinators, participated in the study. To investigate the links between leadership styles and teacher job performance, data was analyzed using structural equation modeling.

The following were the study's school head findings:

1. The school head's directive leadership style had the greatest positive impact on five key indicators of teacher job performance: teaching planning, classroom organization, monitoring and evaluation, classroom atmosphere and discipline, and teacher leadership ($p < 0.05$). This suggests that a directed leadership style affects these dimensions of teacher job performance positively.
2. Supporting and Achievement-Oriented Leadership Styles: Although not as substantial as the directive style, supporting and achievement-oriented leadership styles had a beneficial influence on teacher job performance.
3. Participatory Leadership Style: The school head's participatory leadership style, on the other hand, had a somewhat negative and/or negligible influence on teacher job metrics.

Teachers favored supportive leadership styles that successfully conveyed the school's principles to important stakeholders, according to the authors. They also emphasized the necessity of developing a better learning environment that promotes Middle East teachers' ethnic, cultural, and social diversity.

The relationship between a school head's leadership and academic accomplishment should not be considered as two separate elements. Prior research studies have found a link between the quality of school leadership and academic achievement (Hallinger, 2019; Ibrahim, Ghavifekr, Ling, Siraj, & Azeez, 2020; Aydin, Savier, & Uysal, 2019; Leithwood & Mascall, 2020). Furthermore, the leadership style shown by school leaders, in collaboration with their management team members, has a significant impact on the school's performance.

It is critical to acknowledge that school leaders are not the sole decision-makers in charge of improving school performance (Greenwood, 2023). In addition, a rising body of research emphasizes the critical role of middle leaders in preserving equilibrium within current educational system structures and effectively managing educational changes (Ling, Abdul Ghani, & Fairuz, 2021; Earley & Fletcher-Campbell, 2021).

On the other hand, it is critical to investigate the topic of job satisfaction. Job satisfaction is defined as the degree to which a person is content and fulfilled at work (Armstrong, 2018; Robbins, 2019). Employment satisfaction is defined by Armstrong (2018) as an individual's attitudes and emotions regarding their employment. Job satisfaction is defined in this context by Lee and Chan (2018) as a favorable emotional or affective state coming from an individual's employment or work-related events. Due to extensive evidence of unhappiness inside work organizations (Oshagbemi, 2019; Robbins, 2019), it is recognized as a fundamental feature that every business attempts to achieve. For example, Lichenstein (2020) proved that job satisfaction has a significant impact on high turnover rates in the workplace. This

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idea is expanded upon by Ramayah (2023), who claims that job happiness is dependent on how well a job meets an individual's requirements.

Within the field of education, the teacher has a strategic position and plays an important role in the facilitation of teaching and learning activities. This refers to the teacher's ability to assist pupils in obtaining information and skills that are relevant to educational objectives. Furthermore, the instructor plays an important role in developing pupils' favorable mental and intellectual attitudes. As a result, teacher effectiveness is critical in providing high-quality education (Aslamiah, Agustina, & Saleh, 2019). To be more specific, Wijaya and Rusyan (2020) emphasize that teachers act as instructors and role models, whereas heads serve as school managers.

As school managers, heads bear the responsibility of effectively organizing and cultivating a positive organizational culture to enhance job satisfaction and teacher performance. According to Suhaimi and Khalik (2018), school heads must serve as a source of inspiration, motivation, and a driving force in the advancement of the school. They are individuals possessing the capacity to lead educational institutions and the professionals within them. Nevertheless, it's worth noting that not all heads conform to the prescribed criteria; some may prioritize their seniority or rank accumulated over their tenure. Therefore, both teachers and heads need to exhibit appropriate behavior and deliver exemplary performance.

Initial inspections in thirteen primary schools involving 120 teachers in the Hampang sub-district found deficiencies in teacher performance in terms of their roles and tasks. These inadequacies were seen in a variety of domains, including teaching program design, learning activity execution, assessment processes, improvement program creation and implementation, and teaching domain development. A detailed investigation of these schools revealed that a considerable proportion of instructors either had Learning Implementation Plans (RPP) that were underused or did not have such plans at all, instead relying on textbooks or students' work.

To demonstrate, instructors who performed below-par exhibited several features in common. They tended to take a repeated and ill-prepared approach. Furthermore, they frequently neglected to include the necessary curricular references and lacked consistency in executing the lesson plan (RPP) scenarios they had created and throughout the actual teaching process. Instead, many instructors depended on previous experiences and rote memory, making it difficult for them to adjust to new teaching techniques, use instructional media, or apply updated evaluation systems. Assessment activities were carried out as ordinary duties, with no reflection or follow-up. It is critical to recognize that the educational process's effectiveness is heavily reliant on instructors' willingness to prepare their pupils through teaching and learning activities. The quality of the educational process is determined by instructors' originality and invention (Rahmawati, Ahmad, & Suriansyah, 2019).

The heads of the thirteen primary schools seldom met to discuss ideas for improving teacher performance in program creation, implementation, and supervision. Teachers showed less commitment to duties such as designing Learning Implementation Plans (RPP), using effective and creative teaching techniques, and performing meaningful student evaluations as a result of this lack of teamwork. Furthermore, the poor relationships between teachers and heads compounded these problems. Effective communication, which is critical in improving job quality, is one of the key variables leading to performance enhancement. The availability and quality of information regarding the tasks at hand, as well as chances for vertical and horizontal career progression, are integrally linked to job performance (Suriansyah, 2020).

Mulyasa (2020) emphasizes the important influence that school heads have when they do their tasks in line with managerial roles. Strong leadership, effective management of educational staff, the development of a quality culture, cohesive teamwork, intelligent and dynamic independent participation of schools and community members, transparent management practices, a willingness to embrace change (both psychologically and physically), rigorous evaluation processes, ongoing improvement efforts, responsiveness to and anticipation of educational needs, accountability, and sustainability.

It is the school head's responsibility to guarantee the sustainability of education via effective administration and the optimal usage of all available school resources in order to achieve the ultimate aim of providing quality education.

Effective and efficient school management systems have a favorable impact on improving educational quality; conversely, educational quality can influence the efficacy of school administration.

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Furthermore, it is critical to note that the school administrator is critical in defining the continuity and effectiveness of the educational process inside schools (Idris, 2021). As a result, the development and execution of activities linked to the school head's managerial abilities must be prioritized, as these skills are among the key determinants impacting teacher performance.

The school head is an education manager with several tasks and responsibilities. Heads must have managerial skills that are aligned with the scope and objectives of educational institutions to carry out their jobs effectively. They are responsible for planning, coordinating, executing, directing, and supervising all school activities while successfully using available resources, both human and material, to meet the institution's educational goals.

Teacher performance is critical because it immediately influences the continuity of the whole learning process inside the classroom and, as a result, the quality of graduates generated. Bafadal (2018) emphasized the importance of several components that contribute to the construction of the learning experience, such as educational programs, students, facilities, financial resources, the community environment, and the school head's leadership. However, if professional teachers are not present, these components are rendered ineffectual.

Aslamiah (2022) defines teacher performance as the results accomplished by instructors while carrying out their key tasks, which include planning, implementing, supervising, and assessing students' progress in learning. According to Damai, Efendi, and Sulaiman (2019), the characteristics of good teacher performance include being competent, highly committed, disciplined, creative, approachable, honest, and responsible, both in the development of learning materials and in interactions with all members of the school community.

Professional teachers are the result of a well-structured organizational culture that is efficiently managed by the school head using competent managerial abilities. Puspitasari (2021) emphasized the school head's crucial position as a leader in her book titled "Managerial Ability in Enhancing Teacher Performance," which greatly effects the success of the school and the development of teacher performance.

Suhardan (2022) underlined that the culture of school organizations has a substantial impact on the quality and performance of its members. Organizational culture, according to Robbins (2023), is an intervening variable influenced by the collective perceptions of its members. These findings are consistent with Brown's (2018) thesis, which states that a strong corporate culture is essential for achieving goals and objectives. Members of an organization unify in a single direction when they combine their resources, energy, initiative, and passion while successfully employing resources. As a result, organizational performance is achieved in a healthy and motivating manner. As a result, a strong organizational culture improves performance.

Perie (2019) noted that both student characteristics and teacher perceptions of classroom environments are intrinsic factors that can influence job satisfaction. These intrinsic factors are significant in motivating individuals to become teachers, as many are drawn to the profession because they derive satisfaction from teaching students and working with young people. In addition to intrinsic factors, there are also extrinsic factors that affect teacher job satisfaction. These extrinsic factors encompass aspects such as salary, support from school administrators, safety, and the availability of resources.

In a school setting, the school head serves as a manager who plays a pivotal role in driving the implementation of various learning activities. For this reason, heads need to have strong managerial skills, particularly in managing the school's human resources, including teachers. One key factor that can significantly impact teacher performance is their level of job satisfaction. As noted by Robbins (2023), job satisfaction has a profound effect on performance and can lead to increased productivity.

The efficient application of the school head's managerial abilities has a substantial influence on job satisfaction in many schools. When administrators use their conceptual talents successfully, it allows teachers to be more creative, take initiative, and work independently in generating their school assignments. This use of the school head's conceptual talents not only helps teachers to be more innovative, but also to act more proactively, cooperate more effectively, and take measured risks. Furthermore, it instills in teachers a feeling of pride in their involvement in student education and fosters successful communication patterns between instructors and the school head.

According to Wirawan (2020), a positive corporate culture is critical for developing, promoting, and maintaining high performance while also increasing work satisfaction. School organizational culture

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has a substantial impact on student motivation, academic success, as well as teacher work satisfaction and productivity.

A company's culture may be defined as a set of common assumptions, beliefs, values, and standards held by its employees. The essence of this culture is the significance of unity in moving the company forward and expanding it. This common understanding promotes efficient communication among teachers, heads, coworkers, and members of the community.

Teachers in a school with a strong organizational culture are more likely to be creative in their work because they work within a framework of common norms and values. This culture encourages them to try new teaching approaches and to embrace constructive criticism as part of their professional development. Teachers feel respected and take pleasure in their job in this corporate culture. They also feel justice and equity since each member of the company is recognized for their accomplishments and in line with agreed-upon standards and principles.

Teachers might be further motivated to be active and imaginative in strengthening their teaching abilities if they are adequately recognized and rewarded. This acknowledgement links their beliefs with those of the business, and organizational culture assists them in addressing obstacles for a more pleasurable working environment. Teachers who are satisfied with their jobs and feel appreciated in their work are more likely to perform well.

Qualified, motivated, and empowered educators play a critical role in instilling fundamental information, skills, and values in both children and adults in their respective countries, allowing them to lead satisfying lives (United Nations Educational, Scientific, and Cultural Organization, 2018). Teachers are major factors of educational quality and learning results (United Nations Educational, Scientific, and Cultural Organization, 2018), owing to their enormous effect on individuals' educational growth (Kotherja, 2019). As a result, instructors must succeed in their educational duties since their performance significantly influences students' learning results (Bourn et al., 2023).

It is critical, however, to note that instructors' effectiveness is intimately related to their degree of motivation. This drive changes not only their attitudes and views toward their job (Bush et al., 2022; Eyal and Roth, 2023), but it also has a significant impact on students' success and motivation to study (Ahn, 2020; Fernet et al., 2020; Pelletier et al., 2018).

Teachers' enthusiasm to engage in their job is influenced by a variety of circumstances, and the school head's leadership style has been recognized as a key influencer of teacher motivation, weariness, and burnout. Existing research has repeatedly shown that school leaders' leadership styles and practices have a critical role in defining the school's organizational environment, hence influencing teachers' desire to accomplish their tasks (Roth et al., 2019). This affects their motivation for certain activities (Fernet et al., 2020), their sense of autonomy and structure within the school (Ahn, 2020), and their perception of work-related stress, which can lead to feelings of weariness or burnout (Roth et al., 2019).

Theoretical Framework

This study is founded on Herzberg's Theory of Job Satisfaction, often known as the Theory of Motivation. Frederick Herzberg conducted interviews with a group of employees in the late 1950s to investigate the elements that impacted their job satisfaction and discontent. He asked these people two important sets of questions:

1. Consider a period when you were extremely enthusiastic about your profession. What was the source of that sentiment?
2. Consider a period when you were unhappy with your employment. What were the contributing elements to those bad feelings?

By pursuing these inquiries, Herzberg hoped to find the fundamental factors that influence work satisfaction and discontent, so contributing to the development of his influential theory.

Based on the responses collected from the interview questions, Herzberg formulated his theory, which posits that there are two distinct dimensions of job satisfaction: motivation and hygiene. Herzberg argued that hygiene factors, while incapable of directly motivating employees, play a crucial role in minimizing dissatisfaction when managed effectively. 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.

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Conceptual Framework

Figure 1 shows the research paradigm on the assessing the relationship between the school head's leadership style and the teachers' job satisfaction in the three public elementary schools in the city of Paranaque. It likewise presented the correlation between leadership style and job satisfaction.

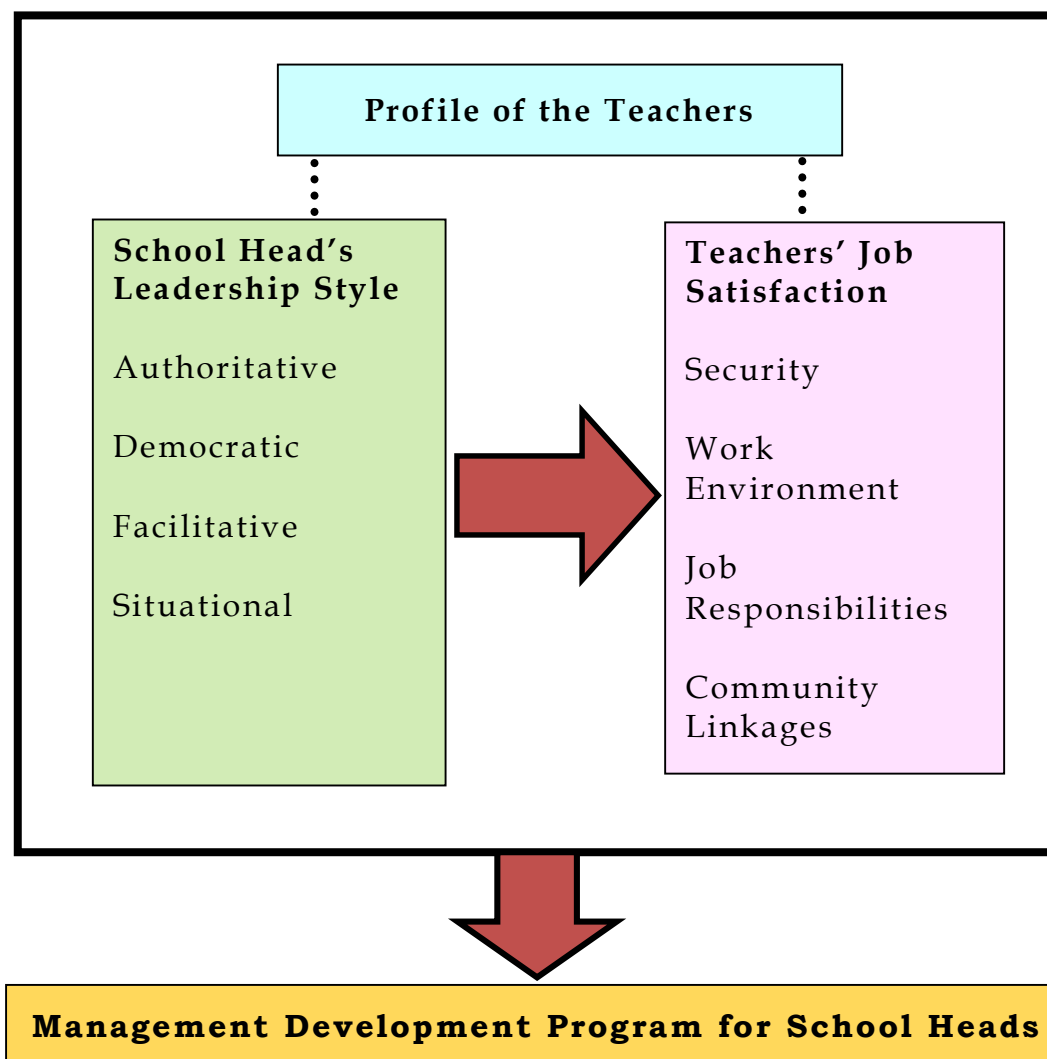


Figure 1. Research Paradigm

Figure 1 indicates the research paradigm of the study. It presents the intervening variables, specifically the teachers' demographic data. It also presents the perceived school head's leadership style and the teachers' job satisfaction. Finally, it shows the relationship between leadership style and job satisfaction.

It shows the expected output of the study, which is the management development program among school heads.

Statement of the Problem

This study determined the relationship between the school heads' leadership styles and the teachers' job satisfaction in the three public elementary schools in Paranaque City.

The results of the study were used as a basis for a leadership development program among school heads.

Specifically, the study answered the following questions:

1. What is the demographic profile of the teacher respondents in terms of:
 - 1.1. sex;
 - 1.2. age;
 - 1.3. educational attainment;

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- 1.4. school affiliation
- 1.5. position; and
- 1.6. Length of service?
2. What is the assessment of the teacher respondents of their school head's leadership style based on the following domain:
 - 2.1. authoritative;
 - 2.2. democratic;
 - 2.3. facilitative; or
 - 2.4. Situational?
3. Is there a significant difference in the assessment of the teacher respondents of their school head's leadership style when their profile is taken as a test factor?
4. What is the job satisfaction level of the teacher respondents in terms of:
 - 4.1. security;
 - 4.2. work environment;
 - 4.3. job responsibilities; and
 - 4.4. Community linkages?
5. Is there a significant difference in the assessment of the teacher respondents of their job satisfaction when they are grouped according to their profile?
6. Is there is significant relationship between the perceived leadership style of their school head and the teacher respondents' job satisfaction level?
7. Based on the results of the study, what leadership development program among school heads can be proposed?

Hypothesis

The following hypotheses were tested:

1. There is no significant difference in the assessment of the teacher respondents of their school head's leadership style when their profile is taken as a test factor.
2. There is no significant difference in the assessment of the teacher respondents of their job satisfaction when they are grouped according to their profile.
3. There is no significant relationship between the perceived leadership style of their school head and the teacher respondents' job satisfaction level.

Significance of the Study

The outcomes of this study can be valuable for the following:

Department of Education. The research findings can be valuable to the Department of Education as they shape leadership development programs for school heads and educators. It can inform decisions regarding leadership training and development initiatives.

Teachers. Teachers are directly affected by this research. It can provide insights into how different leadership styles of school heads impact their job satisfaction. Understanding these dynamics can help teachers navigate their work environment more effectively and advocate for changes that enhance job satisfaction.

Supervisors and Administrators. School supervisors and administrators can use the research outcomes to gain a better understanding of the relationship between school heads' leadership styles and teachers' job satisfaction. This knowledge can guide decisions about leadership practices and policies within educational institutions.

Future Researchers. The research can serve as a foundational reference for future researchers interested in leadership styles, job satisfaction, and educational management. Future research can build upon these findings and explore related aspects or specific leadership strategies in greater depth.

Scope and Delimitation of the Study

The study was carried out in three selected public elementary schools in the city of Paranaque.

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 three public elementary schools in the city.

The study evolved around the selected profile variables of the teachers such as sex, area of specialization, age, educational attainment, school affiliation, years of experience, and position.

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To be specific, the assessment of the school head's leadership style revolved 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.

In data gathering and utilizing more complex statistical treatment, the study included descriptive statistics and correlational analysis with One-way ANOVA and post hoc analysis to interpret further and investigate the respondents' demographic data and their significant relationship of the school head's leadership style and teachers' job satisfaction.

Definition of Terms

Autocratic Leadership. A leadership style characterized by centralized decision-making, where the leader holds most of the authority and makes decisions without significant input from subordinates.

Collaborative Leadership. A leadership approach that promotes teamwork, cooperation, and shared decision-making among educators and leaders, contributing to a positive work environment and job satisfaction.

Democratic Leadership. A leadership style that encourages participation and input from team members in decision-making processes, fostering collaboration and shared decision-making.

Extrinsic Motivation. External rewards or incentives, such as salary increases or recognition, that can influence educators or employees' job satisfaction and performance.

Feedback and Communication. The ongoing exchange of information, constructive feedback, and open dialogue between leaders and educators or employees, which can enhance job satisfaction by fostering trust, clarity, and professional growth.

Intrinsic Motivation. The internal drive and satisfaction that educators or employees derive from their work, often influenced by factors such as personal fulfillment, passion for teaching, and a sense of purpose.

Job Autonomy. The degree of independence and control that educators or employees have over their work tasks and decision-making, which can impact job satisfaction, particularly for those who value independence.

Job Satisfaction. The level of contentment, fulfillment, or happiness that educators or employees experience in their roles and positions within the school. It encompasses various aspects, such as workload, relationships with colleagues, professional development opportunities, and the overall work environment.

Laissez-Faire Leadership. A leadership style where the leader takes a hands-off approach, allowing subordinates to make most decisions and manage their own tasks.

Leadership Style. The approach, behavior, and way an educational administrator or leader guides, influences, and manages their team or school community. Common leadership styles include autocratic, democratic, transformational, transactional, and laissez-faire.

Professional Development. Activities and opportunities provided to educators for enhancing their skills, knowledge, and effectiveness in their roles.

Transactional Leadership. A leadership style that emphasizes the exchange of rewards and punishments to achieve specific goals and maintain order within the organization.

Transformational Leadership. A leadership style that inspires and motivates followers through a compelling vision, charisma, and a focus on personal growth and development.

Work Environment. The physical and social conditions in which educators or employees perform their duties, including factors like the school culture, relationships with colleagues, and facilities.

Workload. The number of tasks and responsibilities assigned to educators or employees, which can impact their job satisfaction depending on its manageability and fairness.

METHODOLOGY

Research Design

In this study, the research approach employed was the descriptive-comparative-correlational method. This methodology encompasses the processes of describing, recording, analyzing, and interpreting conditions and relationships. As outlined by Ary et al. (2019), descriptive research is characterized by the collection of data aimed at testing hypotheses or addressing inquiries pertaining to the present state of the subject under investigation. This type of research is instrumental in ascertaining

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and presenting the current situation, providing a systematic and scientific account of events, phenomena, or facts within a specific domain or among a particular population.

This study aimed to investigate the perceived school head's leadership style as assessed by the teachers and its relationship to the teachers' job satisfaction.

This research approach allows the researcher to numerically analyze, compare, and correlate the relationships amongst the dependent and independent variables included in the study.

By utilizing this approach, the researcher was able to find any significant difference or relationship in the teachers' job satisfaction and their demographic data such as age, sex, educational attainment, length of service, and position. The teachers' assessment was then correlated to their perceived school head's leadership style.

All the above discussions on the descriptive research method suited the nature of research that this present study would do; hence this method was adopted.

Research Locale

The study was conducted in three public elementary schools from the same district in the Schools Division of Paranaque City. School A is the biggest public elementary school in the Division of Paranaque with one hundred forty-two (142) teaching personnel and being managed by School Head A, a Principal III. School B has ninety-five (95) teachers and being headed by School Head B, a Principal IV. The last school is School C which has ninety-three (93) teaching staff and being headed by a Principal III, School Head C.

School Head B is the only male principal among the three school heads and with the longest years in service as a school head. He is in his late 50s and is known to have a good-natured personality, easy to work with, strict but very considerate of his teaching and non-teaching personnel. School Head B says that he adopts Democratic and Laissez-Faire Leadership Styles.

On the other hand, School Head A is a single lady in her mid-50s. She is a religious individual and an active participant in various church's endeavors. She has a calm demeanor and is very diplomatic in dealing with issues and concerns in the school. School Head A says she adopts Transformational Leadership Style.

Lastly, School Head C is a devoted follower of a well-known religious organization. She adheres to protocols and is stern when it comes to decision-making. According to School Head C, she adopts Democratic and Transformational Leadership Style.

Population, Sample and Sampling Technique

The respondents of the study were the teachers from the three public elementary schools in the Schools Division of Paranaque City. In selecting the teacher respondents, purposive sampling technique was used among the teacher respondents.

The following criteria were adopted:

1. The teacher must have been in the present school under study for at least three years.
2. Must have never been involved in any administrative case or any that would hamper the relationship of school-teacher relations.
3. Must be available during the conduct of the study and willing to participate with the conduct of the study.

Using the given criteria for purposive sampling, only 95% or 314 out of 330 of the teachers in the three selected schools were eligible to become respondents of the survey. Out of the 314 qualified teacher respondents, only 232 or 74% of the teachers participated in the study.

Research Instrument

In gathering the needed data, the researcher adapted a leadership style of school head questionnaire and crafted a researcher-made questionnaire on teachers' job satisfaction.

The researcher used face to face or onsite modality in administering this questionnaire.

The questionnaire was composed of the following parts.

Part 1 – This section determines the demographic profile of the teacher respondents.

Part 2 – This section determines the school head's leadership style by the teacher respondents.

Part 3 – This section assesses the job satisfaction of the teacher respondents.

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Perceived School Head's Leadership Style

Once the teacher respondents have ticked one box for each of the statements, please note the score for each question in the right-hand column:

Exactly like my School Head = 3 points

Much like my School Head = 2 points

A bit like my School Head = 1 point

Not like my School Head at all = 0

Finally, add up the totals for the following combinations of questions.

Questions	Total Score	Leadership Style Preference
4, 6, 12, 14		Authoritative
1, 8, 11, 13		Democratic
2, 7, 9, 16		Facilitative
3, 5, 10, 15		Situational

Leadership emerges differently in different people and situations. Here are some examples of several leadership styles, none of which are regarded as the ultimate 'right' approach. Each style has its own set of advantages and disadvantages and may be appropriate for certain people and situations.

Authoritative Leadership:

This leadership style is based on the idea that leaders should take personal responsibility for making decisions. The authoritative style appeals to those who are restless, want to act, and have a strong personal vision of what is necessary. While authoritative leaders may seek advice from group members on occasion before making judgments, their preferred strategy is to make decisions first and then 'explain' or 'sell' these conclusions to the rest of the group.

Strengths	Weaknesses
<ul style="list-style-type: none"> • Clarity: Members of the group understand their positions and functions within the organization. • Speed: This leadership style allows for quick decision-making, which is very useful in crisis circumstances. • Focus: Members of the group may concentrate on operational work without being distracted by strategic issues. 	<ul style="list-style-type: none"> • Limited Commitment: It may not receive complete commitment from all group members, perhaps resulting in less excitement and collaboration. • Shallow conclusions: The authoritative approach might lead to misinformed and shallow conclusions due to a lack of feedback or various viewpoints. • Suffocated Development: This method does not allow for members' personal growth and skill development, thereby impeding their long-term advancement within the company.

Democratic Leadership

This leadership style is distinguished by the leader's strong commitment to including all group members in collective decision-making. The democratic style is based on the premise that efficient group dynamics need complete participation from all members.

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A democratic leader's primary responsibility is to provide a structured framework and ground rules for the group, to protect these principles, and to facilitate group activity.

Strengths	Weaknesses
<ul style="list-style-type: none"> • Empowerment: By including group members in decision-making processes, this leadership style gives them a sense of ownership and responsibility. • It energizes and stimulates group members to actively participate in task completion, establishing a collaborative environment. • Individual Responsibility: Democratic leadership encourages individual responsibility in members by allowing them to shape the group's direction and outcomes. 	<ul style="list-style-type: none"> • Potential Slowness: Because the democratic method encourages debate and involvement, it can occasionally delay action. • Some members may be frustrated because they prefer clear and unequivocal instructions from their leader. • Not Suitable for rapid judgments: The democratic approach may not be suited in circumstances needing rapid and decisive judgments. • Popular vs. Best options: Because group dynamics can often stress agreement above good judgment, the most popular options may not necessarily be the best course of action.

Facilitative Leadership

The facilitative leadership style focuses on making ideas to group members, which they can choose to accept or reject. This method places the structure, content, and operations of the organization in the hands of the members themselves. Facilitative leaders may have strong beliefs about the optimal courses of action, but they avoid using their own ideas to impose undue influence. They think that group activities should be constant learning experiences in which individuals learn from their failures. In this viewpoint, the trip is more significant than the goal.

Strengths	Weaknesses
<ul style="list-style-type: none"> • Encourages Creativity: The facilitative approach allows for plenty of space for creative ideas to bubble up and be properly explored within the group. • Individual Learning: It promotes individual learning by requiring group members to actively participate in decision-making and problem-solving. • Empowerment: When used appropriately, this strategy may empower group members by instilling a sense of ownership and responsibility in the group's operations. 	<ul style="list-style-type: none"> • The group may become aimless and disorganized if there is no clear direction or structure, impeding development. • Informal Leaders: In a facilitative setting, the leadership void might be filled by other individuals who adopt informal leadership responsibilities, perhaps producing disputes or misunderstanding within the group.

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Situational Leadership

Situational leadership is a method in which the leader attempts to adapt their actions to the individual needs of each scenario. The situational leader tailors their leadership style to the unique group, considering aspects such as the group's existing skill levels, confidence, and the specific job at hand. This adaptability enables the leader to respond effectively to changing situations and requirements.

Strengths	Weaknesses
<ul style="list-style-type: none"> Over Time Adaptability: Situational leadership allows groups to change and adjust to changing conditions and demands. This method is adaptable enough to be helpful in both urgent and non-urgent circumstances. 	<ul style="list-style-type: none"> Difficulty in Implementation: It can be difficult to execute effectively since group members may struggle to foresee the leader's conduct, perhaps leading to resistance or misunderstanding. Uncertainty for Group Members: Group members may have uncertainty since they do not sure what to anticipate from the leader in terms of leadership style. For some, the lack of regularity might be disturbing.

Teachers’ Job Satisfaction

Scale	Verbal Interpretation
3.51 - 4.00	<p>Very High Satisfaction <i>If the statements satisfy them very much, 76%-100% level of satisfaction.</i></p>
2.51 -3.50	<p>High Satisfaction <i>If the statements satisfy them, 51%-75% level of satisfaction.</i></p>
1.51 -2.50	<p>Low Satisfaction <i>If the statements slightly satisfy them, 26%-50% level of satisfaction.</i></p>
1.00-1.50	<p>Very Low Satisfaction <i>If the statements do not satisfy them, 1%-25% level of satisfaction.</i></p>

The adapted questionnaire and the researcher-made questionnaire was subjected to content validation of the experts who are knowledgeable in the field of research, namely, Dr. Rodrigo C. Morales, Education Program Supervisor in English and a research advocate in the Schools Division of Paranaque City, Dr. Mineilwin R. Serdaña, a Public Schools District Supervisor of the same division, and Dr. Antonio B. Dorado, a Principal IV in a public elementary school in Paranaque City with 17 years of experience as a school head. The suggestions of the experts were made integral in the instrument.

The same instrument was submitted for face validation with at least three experts. The questionnaires were pilot tested to measure reliability. The pilot testing was computed using Cronbach’s Alpha through the Statistical Package of Social Science (SPSS). The researcher welcomed the suggestions of the experts and made necessary revisions to construct the said instruments valid.

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Data Gathering Procedure

The researcher submitted a letter of request to conduct study to the Schools Division Superintendent, asking approval to administer the survey questionnaire among the qualified teachers of the three schools.

Upon the release of the indorsement letter from the Office of the Schools Division Superintendent granting the request to conduct study, the researcher attached the indorsement to the request letter addressed to the respective school heads of the three schools.

When the school heads gave their permission, the researcher explained the purpose of the study to the qualified respondents. Instructions were also given on how the items on the survey should be answered. Then, the survey was administered using face-to-face modality, upon which the respondents were given enough time to answer the questionnaire. Afterwards, the researcher collected the accomplished questionnaires from the respondents.

The data were gathered, tallied, and processed with Statistical Package for Social Science (SPSS). The processed data was interpreted and analyzed, and the results were used to develop a leadership program among school heads.

Finally, the interpretation and analysis of data were done. Summary of findings, conclusions, and recommendations were formulated.

Statistical Treatment of the Data

The responses to the survey questionnaire were tallied using the SPSS, then tabulated and organized accordingly. The data was presented, analyzed, and interpreted using frequency, percentage, mean, standard deviation, independent samples t-test, one-way ANOVA, and Pearson's r correlation.

1. For research question nos. 1 and 2 and 4, descriptive statistics, such as frequency counts and percentages, was used to treat responses in the demographic profile of the teachers.
2. For research question no. 3, weighted means was utilized to treat the assessment of the teacher respondents of their job satisfaction in terms of security, work environment, job responsibilities, and community linkages.

The following was used to interpret the WM of the teachers' responses:

Mean Range	Verbal Description
3.51 - 4.00	Very Satisfied/ Very High Satisfaction
2.51 - 3.50	Satisfied/ High Satisfaction
1.51 - 2.50	Slightly Satisfied/ Low Satisfaction
1.00 - 1.50	Not Satisfied/ Very Low Satisfaction

3. For research question no. 4, one way ANOVA with post-hoc analysis (Scheffe) was used to find out the significant difference in the assessment of the teacher respondents of their job satisfaction.
4. For research question no. 5, Pearson's r correlation analysis was utilized to determine the significant relationship in the perceived school head's leadership style of the teacher respondents and the teacher respondents' job satisfaction.

Ethical Considerations

The researcher constructively considered and carefully followed the ethical considerations that must be met to protect the rights of all the respondents. The following are the ethical considerations:

1. Conflict of Interest

The researcher of this study ensured that there would be no conflict of interest. The researcher needed to elaborate and clearly state the purpose of this research and study to the chosen respondents. It is also a must that the researcher must stick to the purpose of gathering personal information and data.

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All gathered data must not be used for any form of exploitation against the respondents. The researcher must stick to the objective of the research and its purpose.

2. Privacy and Confidentiality

Before conducting this research, the respondents will be assured that whatever information would be gathered would be confidential, and the survey results cannot be given to anyone aside from the researcher himself and the person who answered the survey questionnaire. The researcher must not mention the respondents' names in presenting the data gathered to protect their privacy. The identity of the respondents would remain anonymous or free from any clues and suggestions that would lead others to connect or relate with the respondents.

3. Informed Consent Process

Before conducting the survey questionnaire, the researcher will secure a consent form that gives confirmation and consent from the respondents that they understand the purpose and objective of this study and agreed that the data gathered would strengthen the researcher's study. The researcher will make sure that she explains thoroughly and clearly everything to the respondents without any deception. The process and the possible risks in participating in this study will also be discussed.

4. Recruitment

The respondents of this study will be elementary teachers from the three selected public schools. The respondents will be free to exercise their rights to disagree and agree in participating in this study. The respondents will not be forced to participate and will be given the freedom to refuse at any point in time.

5. Risk

The researcher of this study will ensure that there would be no risk in participating in this study. The respondents will ensure that whatever data and information would be gathered would not harm respondents' life and name. The respondents had all the right to freely stop the conduct of questions at any given time if they felt harassed, questions were too personal and or violated.

RESULTS AND DISCUSSIONS

The gathered data are presented here with the analysis and interpretation according to the statement of the problem. The profile of the teacher respondents in terms of sex, age, educational attainment, position, and length of service, their assessments of their school head's leadership style, their level of job satisfaction, differences in their assessment when they are grouped according to their profile, and the relationship between the perceived leadership style of their school head and their job satisfaction level are hereby presented with the end view of the proposed leadership development program for school heads.

I. Profile of Teacher Respondents

Table 1 presents the frequency distribution of the teacher respondents' profile in terms of sex, age, educational attainment, position, and length of service.

Sex. Twenty-five (25) or 10.8% of the teacher respondents are male, while two hundred seven (207) or 89.2% are female. This goes to show that teacher respondents are dominated by female teachers.

Table . Frequency Distribution of Teacher Respondents' Profile

Profile	Frequency	Percentage
Sex		
Male	25	10.8%
Female	207	89.2%
Total	232	100%
Age		
30 years old & below	13	12.7%
31-40 years old	29	28.4%
41-50 years old	31	30.4%
51-60 years old	26	25.5%
Above 60 years old	3	2.9%
Total	102	100%
Educational Attainment		

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Bachelor's degree	66	28.4%
With Master's units	105	45.3%
Master's degree	46	19.8%
With Doctoral units	10	4.3%
Doctoral degree	5	2.2%
Total	232	100%
Position		
Teacher I	81	34.9%
Teacher II	38	16.4%
Teacher III	89	38.4%
Master Teacher I	16	6.9%
Master Teacher II	8	3.4%
Total	232	100%
Length of Service		
Less than 5 years	26	11.2%
5-10 years	52	22.4%
11-15 years	56	24.1%
16-20 years	46	19.8%
More than 20 years	52	22.4%
Total	232	100%

Age. Thirteen (13) or 12.7% of the teacher respondents are 30 years old and below, twenty-nine (29) or 28.4% are within the age group of 31-40 years old, thirty-one (31) or 30.4% are 41-50 years old, twenty-six (26) or 25.5% are 51-60 years old, and three (3) or 2.9% are above 60 years old. The result shows that most of the teacher respondents are middle aged.

Educational Attainment. Sixty-six (66) or 28.4% of the teacher respondents are bachelor's degree holders, one hundred five (105) or 45.3% have earned Masteral units, forty-six (46) or 19.8% are master's degree holders, ten (10) or 4.3% have earned their Doctoral units, and five (5) or 2.2% are Doctoral degree holders. The result indicates that most of the teacher respondents have earned units in their master's degree program while very few are holders of Doctoral degree.

Position. Eighty-one (81) or 34.9% of the teacher respondents are holding a Teacher I position, thirty-eight (38) or 16.4% for Teacher II, eighty-nine (89) or 38.4% are Teacher III, sixteen (16) or 6.9% are Master Teacher I, and eight (8) or 3.4% are Master Teacher II. This shows that most of the teacher respondents are holding the Teacher III position.

Length of Service. Twenty-six (26) 11.2% of the teacher respondents have been in the service for less than 5 years, fifty-two (52) or 22.4% for about 5-10 years, fifty-six (56) or 24.1% for 11-15 years, forty-six (46) or 19.8% for 16-20 years, and fifty-two (52) or 22.4% for more than 20 years. This goes to show that teacher respondents have been in the service for not more than fifteen years.

II. Teacher Respondents' Assessment on the Leadership Style of their School Heads

Tables 2-6 present the assessment of the teacher respondents on the leadership style of their school heads in terms of authoritative, democratic, facilitative, and situational.

2.1 On Authoritative

Table 2 presents the assessment of the teacher respondents on the leadership style of their school heads in terms of authoritative.

Table 2. Teacher Respondents' Assessment on the Leadership Style of School Heads in Terms of Authoritative

Authoritative Leadership Style	Mean	SD	Qualitative Description	Interpretation	Rank
1. Is comfortable serving as the spokesperson for the school.	3.83	0.47	Exactly Like my School Head	Highly Manifested	3

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2. Is determined to drive school projects forward and achieve results.	3.87	0.35	Exactly Like my School Head	Highly Manifested	1
3. Excels in organizing and coordinating efforts within the school.	3.84	0.37	Exactly Like my School Head	Highly Manifested	2
4. Sets high standards for themselves and expects others to do the same.	3.69	0.56	Exactly Like my School Head	Highly Manifested	4
Composite Mean	3.81	0.35	Exactly Like my School Head	Highly Manifested	

Legend: 3.51-4.00 Exactly Like My School Head/Highly Manifested; 2.51-3.50 Much Like My School Head/Moderately Manifested; 1.51-2.50 Somewhat Like My School Head/Less Manifested; 1.00-1.50 Not Like my School Head/Not Manifested

As shown in Table 2, teacher respondents perceived that it is exactly like that their school head is determined to drive school projects forward and achieve results with the highest assessment of 3.87 interpreted as highly manifested. Similarly, it is exactly like that their school heads excel in organizing and coordinating efforts within the school, and that they are comfortable serving as the spokesperson for the school with the mean values of 3.84, and 3.83 respectively interpreted as highly manifested. Though they also perceived that it is exactly like that their school heads set high standards for themselves and expect others to do the same, but it was given the lowest assessment of 3.69 interpreted as highly manifested. A composite mean value of 3.81 shows that school head highly manifested an authoritative style of leadership as perceived by the teacher respondents. Northouse (2018) defines leadership as the capacity to facilitate, inspire, and encourage followers by efficiently providing institutional resources to implement plans and achieve common objectives. According to Jaques (2023), another way to think about leadership is how a leader motivates a group to strive toward similar goals. In simpler terms, as Adair (2019) and Northouse (2018) highlight, leaders frequently prefer close collaboration with their subordinates to achieve joint interests rather than depending exclusively on their power to compel conformity to commands.

2.2 On Democratic

Table 3 presents the assessment of the teacher respondents on the leadership style of their school heads in terms of democratic.

Table 3. Teacher Respondents' Assessment on the Leadership Style of School Heads in Terms of Democratic

Democratic Leadership Style	Mean	SD	Qualitative Description	Interpretation	Rank
1. Encourages teacher participation in decision-making.	3.79	0.45	Exactly Like my School Head	Highly Manifested	4
2. Collaborates effectively on school committees.	3.84	0.41	Exactly Like my School Head	Highly Manifested	1
3. Is open to extended discussions, as long as all aspects are thoroughly explored.	3.80	0.44	Exactly Like my School Head	Highly Manifested	2.5

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4. Believes that all school members should adhere to formal decisions, following established procedures	3.80	0.44	Exactly Like my School Head	Highly Manifested	2.5
Composite Mean	3.81	0.38	Exactly Like my School Head	Highly Manifested	

Legend: 3.51-4.00 Exactly Like My School Head/Highly Manifested; 2.51-3.50 Much Like My School Head/Moderately Manifested; 1.51-2.50 Somewhat Like My School Head/Less Manifested; 1.00-1.50 Not Like my School Head/Not Manifested

As shown in Table 3, teacher respondents perceived that it is exactly like that their school heads collaborate effectively on school committees with the highest assessment of 3.84 interpreted as highly manifested. Likewise, they perceived that it is exactly like that their school heads are open to extended discussions, as long as all aspects are thoroughly explored, and that they believe that all school members should adhere to formal decisions, following established procedures with the mean values of 3.80 respectively interpreted as highly manifested. Though they also perceived that it is exactly like that their school heads encourage teacher participation in decision-making, but it was given the lowest assessment of 3.79 interpreted as highly manifested. A composite mean value of 3.81 indicates that school heads highly manifested a democratic style of leadership as perceived by the teacher respondents.

2.3 On Facilitative

Table 4 presents the assessment of the teacher respondents on the leadership style of their school heads in terms of facilitative.

Table 4. Teacher Respondents’ Assessment on the Leadership Style of School Heads in Terms of Facilitative

Facilitative Leadership Style	Mean	SD	Qualitative Description	Interpretation	Rank
1. Nurtures the potential of teachers.	3.78	0.45	Exactly Like my School Head	Highly Manifested	2.5
2. Values allowing individuals to learn from their mistakes	3.77	0.45	Exactly Like my School Head	Highly Manifested	4
3. Prioritizes the well-being of teachers as the top concern for the school.	3.78	0.47	Exactly Like my School Head	Highly Manifested	2.5
4. Takes pleasure in assisting others in their personal and professional development.	3.80	0.43	Exactly Like my School Head	Highly Manifested	1
Composite Mean	3.78	0.38	Exactly Like my School Head	Highly Manifested	

Legend: 3.51-4.00 Exactly Like My School Head/Highly Manifested; 2.51-3.50 Much Like My School Head/Moderately Manifested; 1.51-2.50 Somewhat Like My School Head/Less Manifested; 1.00-1.50 Not Like my School Head/Not Manifested

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As shown in Table 4, teacher respondents perceived that it is exactly like that their school heads take pleasure in assisting others in their personal and professional development with the highest assessment of 3.80 interpreted as highly manifested. Likewise, they also perceived that it is exactly like that their school heads nurture the potential of teachers, and that prioritize the well-being of teachers as the top concern for the school with the mean values of 3.78 respectively interpreted as highly manifested. Though they also perceived that it is exactly like that their school heads value allowing individuals to learn from their mistakes, but it was given the lowest assessment of 3.77 interpreted as highly manifested. A composite mean value of 3.78 shows that school heads highly manifested a facilitative style of leadership as perceived by the teacher respondents.

2.4 On Situational

Table 5 presents the assessment of the teacher respondents on the leadership style of their school heads in terms of situational.

Table 5. Teacher Respondents' Assessment on the Leadership Style of School Heads in Terms of Situational

Situational Leadership Style	Mean	SD	Qualitative Description	Interpretation	Rank
1. Assumes leadership responsibilities, when necessary, regardless of traditional leadership labels	3.81	0.42	Exactly Like my School Head	Highly Manifested	1
2. Adapts effectively to diverse situations.	3.79	0.45	Exactly Like my School Head	Highly Manifested	3
3. Possesses the ability to view situations from various perspectives.	3.80	0.45	Exactly Like my School Head	Highly Manifested	2
4. Enjoys participating in role-playing exercises.	3.76	0.44	Exactly Like my School Head	Highly Manifested	4
Composite Mean	3.79	0.49	Exactly Like my School Head	Highly Manifested	

Legend: 3.51-4.00 Exactly Like My School Head/Highly Manifested; 2.51-3.50 Much Like My School Head/Moderately Manifested; 1.51-2.50 Somewhat Like My School Head/Less Manifested; 1.00-1.50 Not Like my School Head/Not Manifested

As shown in Table 5, teacher respondents perceived that it is exactly like that their school heads assume leadership responsibilities, when necessary, regardless of traditional leadership labels with the highest assessment of 3.81 interpreted as highly manifested. Similarly, they also perceived that it is exactly like that their school heads possess the ability to view situations from various perspectives, and that they adapt effectively to diverse situations with the mean values of 3.80 and 3.79 respectively interpreted as highly manifested. Though they also perceived that it is exactly like that their school heads enjoy participating in role-playing exercises, but it was given the lowest assessment of 3.76 interpreted as highly manifested. A composite mean value of 3.79 shows that school heads highly manifested a situational style of leadership as perceived by the teacher respondents.

2.5 Summary of the Teacher Respondents' Assessment on the Leadership Style of their School Heads

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Table 6 presents the summary of the assessment of teacher respondents on the leadership style of their school heads.

Table 6. Summary of the Teacher Respondents' Assessment on the Leadership Style of School Heads

Leadership Style Indicators	Mean	SD	Qualitative Description	Interpretation	Rank
1. Authoritative	3.81	0.35	Exactly Like my School Head	Highly Manifested	1.5
2. Democratic	3.81	3.78	Exactly Like my School Head	Highly Manifested	1.5
3. Facilitative	3.78	0.38	Exactly Like my School Head	Highly Manifested	4
4. Situational	3.79	0.38	Exactly Like my School Head	Highly Manifested	3
Over-all Mean	3.80	0.35	Exactly Like my School Head	Highly Manifested	

Legend: 3.51-4.00 Exactly Like My School Head/Highly Manifested; 2.51-3.50 Much Like My School Head/Moderately Manifested; 1.51-2.50 Somewhat Like My School Head/Less Manifested; 1.00-1.50 Not Like my School Head/Not Manifested

As shown in Table 6, the authoritative, and democratic leadership styles were the most highly manifested style among the school leaders as perceived by the teacher respondents which gained the highest assessment. Situational leadership style was also perceived to be highly manifested which ranked third, while facilitative leadership style resulted to be the least assessed but still highly manifested according to the teacher respondents. The over-all mean value of 3.80 reveals that the four leadership styles were highly manifested among the school heads as perceived by the teachers. School leadership is inextricably linked to the day-to-day operations of a school, acting as a driving force behind educational progress and success, or, in other situations, as a cause of failure. Scholars such as Kafka (2021) and Day and Sammons (2022) support this notion. According to Gurr et al. (2018) and Werang and Lena (2020), effective leadership that continually integrates school goals and visions with tangible activities is the cornerstone of constructing effective schools.

Differences in the Assessment of Teacher Respondents on the Leadership Style of their School Heads When their Profile is Taken as Test Factor

Tables 7-11 present the differences in the assessment of teacher respondents on the leadership style of their school heads when their sex, age, educational attainment, position, and length of service are taken as test factors.

2.6 On Sex

Table 7 presents the differences in the assessment of teacher respondents on the leadership style of their school heads when their sex is taken as test factor.

Table 7. Differences in the Assessment of Teacher Respondents on the Leadership Style of their School Heads when their Sex is Taken as Test Factor

Leadership Styles	Sex	Mean	SD	Computed t-value	Sig	Decision on Ho	Interpretation
1. Authoritative	Male	3.87	0.23	0.93	0.35	Accepted	Not Significant
	Female	3.80	0.36				

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2. Democratic	Male	3.85	0.31	0.58	0.57	Accepted	Not Significant
	Female	3.80	0.39				
3. Facilitative	Male	3.83	0.27	0.68	0.50	Accepted	Not Significant
	Female	3.78	0.39				
4. Situational	Male	3.80	0.31	0.13	0.90	Accepted	Not Significant
	Female	3.79	0.39				
Over-all	Male	3.84	0.26	0.61	0.54	Accepted	Not Significant
	Female	3.79	0.36				

As shown in Table 7, teacher respondents have obtained a computed t-value of 0.93 in terms of authoritative leadership style with a significance value of 0.35. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of teacher respondents when their sex is taken as test factor. This goes to show that male and female teachers have relatively the same assessment on the leadership style of their school heads in terms of authoritative style.

In terms of democratic leadership style, teacher respondents have obtained a computed t-value of 0.58 with a significance value of 0.57. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of teacher respondents when their sex is taken as test factor. The result indicates that male and female teachers have relatively the same assessment on the leadership style of their school heads in terms of democratic style.

In terms of facilitative leadership style, teacher respondents have obtained a computed t-value of 0.68 with a significance value of 0.50. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of teacher respondents when their sex is taken as test factor. This could mean that male and female teachers have relatively the same assessment on the leadership style of their school heads in terms of facilitative style.

In terms of situational leadership style, teacher respondents have obtained a computed t-value of 0.13 with a significance value of 0.90. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of teacher respondents when their sex is taken as test factor. The result shows that male and female teachers have relatively the same assessment on the leadership style of their school heads in terms of situational style.

Generally, teacher respondents have obtained an over-all computed t-value of 0.61 with a significance value of 0.54. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of teacher respondents when their sex is taken as test factor. The result reveals that male and female teachers have relatively the same assessment on the leadership style of their school heads.

2.7 On Age

Table 8 presents the differences in the assessment of teacher respondents on the leadership style of their school heads when their age is taken as test factor.

Table 8. Differences in the Assessment of Teacher Respondents on the Leadership Style of their School Heads when their Age is taken as Test Factor

Leadership Styles	Age	Mean	SD	Computed F-value	Sig	Decision on Ho	Interpretation
1. Authoritative	<25 y/o	4.00	0.00	0.82	0.51	Accepted	Not Significant
	26-35 y/o	3.83	0.33				
	36-45 y/o	3.82	0.31				

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	46-55 y/o	3.79	0.43				
	>55 y/o	3.73	0.35				
2. Democratic	<25 y/o	4.00	0.00	0.92	0.44	Accepted	Not Significant
	26-35 y/o	3.82	0.36				
	36-45 y/o	3.85	0.34				
	46-55 y/o	3.74	0.49				
	>55 y/o	3.77	0.35				
3. Facilitative	<25 y/o	3.75	0.43	0.67	0.62	Accepted	Not Significant
	26-35 y/o	3.79	0.38				
	36-45 y/o	3.82	0.34				
	46-55 y/o	3.75	0.45				
	>55 y/o	3.71	0.38				
4. Situational	<25 y/o	3.92	0.14	0.94	0.44	Accepted	Not Significant
	26-35 y/o	3.77	0.40				
	36-45 y/o	3.84	0.30				
	46-55 y/o	3.75	0.49				
	>55 y/o	3.73	0.35				
Over-all	<25 y/o	3.92	0.14	0.76	0.55	Accepted	Not Significant
	26-35 y/o	3.80	0.35				
	36-45 y/o	3.83	0.30				
	46-55 y/o	3.76	0.45				
	>55 y/o	3.74	0.31				

As shown in Table 8, teacher respondents have obtained a computed F-value of 0.82 in terms of authoritative leadership style with a significance value of 0.51. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of teacher respondents when their age is taken as test factor. This goes to show that teacher respondents have relatively the same assessment on the leadership style of their school heads in terms of authoritative style regardless of their age.

In terms of democratic leadership style, teacher respondents have obtained a computed F-value of 0.92 with a significance value of 0.44. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of teacher respondents when their age is taken as test factor. The result shows that teacher respondents have relatively the same assessment on the leadership style of their school heads in terms of democratic style regardless of their age.

In terms of facilitative leadership style, teacher respondents have obtained a computed F-value of 0.67 with a significance value of 0.62. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of teacher respondents when their age is taken as test factor. This indicates that teacher

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respondents have relatively the same assessment on the leadership style of their school heads in terms of facilitative style regardless of their age.

In terms of situational leadership style, teacher respondents have obtained a computed F-value of 0.94 with a significance value of 0.44. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of teacher respondents when their age is taken as test factor. This is taken to mean that teacher respondents have relatively the same assessment on the leadership style of their school heads in terms of situational style regardless of their age.

Generally, teacher respondents have obtained an over-all computed F-value of 0.75 with a significance value of 0.55. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of teacher respondents when their age is taken as test factor. This reveals that teacher respondents have relatively the same assessment on the leadership style of their school heads regardless of their age.

2.8 On Educational Attainment

Table 9 presents the differences in the assessment of teacher respondents on the leadership style of their school heads when their educational attainment is taken as test factor.

Table 9. Differences in the Assessment of Teacher Respondents on the Leadership Style of their School Heads when their Educational Attainment is taken as Test Factor

Leadership Styles	Educational Attainment	Mean	SD	Computed F-value	Sig	Decision on Ho	Interpretation
1. Authoritative	Bachelor's degree	3.85	0.32	0.60	0.67	Accepted	Not Significant
	w/ units Master's degree	3.81	0.31				
	Master's degree	3.77	0.47				
	w/ units Doctoral degree	3.73	0.28				
	Doctoral degree	3.85	0.22				
2. Democratic	Bachelor's degree	3.86	0.34	1.21	0.31	Accepted	Not Significant
	w/ units Master's degree	3.81	0.33				
	Master's degree	3.71	0.56				
	w/ units Doctoral degree	3.85	0.17				
	Doctoral degree	3.90	0.22				
3. Facilitative	Bachelor's degree	3.84	0.34	1.19	0.32	Accepted	Not Significant
	w/ units Master's degree	3.76	0.35				
	Master's degree	3.71	0.52				
	w/ units Doctoral degree	3.85	0.17				
	Doctoral degree	3.90	0.22				
4. Situational	Bachelor's degree	3.85	0.34	0.95	0.44	Accepted	Not Significant
	w/ units Master's degree	3.78	0.33				
	Master's degree	3.71	0.53				
	w/ units Doctoral degree	3.83	0.17				

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	Doctoral degree	3.85	0.22				
Over-all	Bachelor's degree	3.85	0.32	0.97	0.43	Accepted	Not Significant
	w/ Master's units	3.79	0.30				
	Master's degree	3.72	0.51				
	w/ Doctoral units	3.81	0.17				
	Doctoral degree	3.88	0.22				

As shown in Table 9, teacher respondents have obtained a computed F-value of 0.60 in terms of authoritative leadership style with a significance value of 0.67. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of teacher respondents when their educational attainment is taken as test factor. This goes to show that teacher respondents have relatively the same assessment on the leadership style of their school heads in terms of authoritative style regardless of the educational level they have attained.

In terms of democratic leadership style, teacher respondents have obtained a computed F-value of 1.21 with a significance value of 0.31. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of teacher respondents when their educational attainment is taken as test factor. This is taken to mean that teacher respondents have relatively the same assessment on the leadership style of their school heads in terms of democratic style regardless of the educational level they have attained.

In terms of facilitative leadership style, teacher respondents have obtained a computed F-value of 1.19 with a significance value of 0.32. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of teacher respondents when their educational attainment is taken as test factor. This indicates that teacher respondents have relatively the same assessment on the leadership style of their school heads in terms of facilitative style regardless of the educational level they have attained.

In terms of situational leadership style, teacher respondents have obtained a computed F-value of 0.95 with a significance value of 0.44. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of teacher respondents when their educational attainment is taken as test factor. The result shows that teacher respondents have relatively the same assessment on the leadership style of their school heads in terms of situational style regardless of the educational level they have attained.

Generally, teacher respondents have obtained an over-all computed F-value of 0.97 with a significance value of 0.43. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of teacher respondents when their educational attainment is taken as test factor. This is taken to mean that teacher respondents have relatively the same assessment on the leadership style of their school heads regardless of the educational level they have attained.

2.9 On Position

Table 10 presents the differences in the assessment of teacher respondents on the leadership style of their school heads when their position is taken as test factor.

Table 10. Differences in the Assessment of Teacher Respondents on the Leadership Style of their School Heads when their Position is taken as Test Factor

Leadership Styles	Position	Mean	SD	Computed F-value	Sig	Decision on Ho	Interpretation
1. Authoritative	Teacher I	3.87	0.29	1.23	0.30	Accepted	
	Teacher II	3.81	0.33				

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	Teacher III	3.76	0.40				
	Master Teacher I	3.84	0.26				Not Significant
	Master Teacher II	3.72	0.36				
2. Democratic	Teacher I	3.87	0.31	1.09	0.36	Accepted	Not Significant
	Teacher II	3.74	0.39				
	Teacher III	3.78	0.45				
	Master Teacher I	3.83	0.34				
	Master Teacher II	3.72	0.36				
3. Facilitative	Teacher I	3.85	0.33	1.22	0.30	Accepted	Not Significant
	Teacher II	3.70	0.39				
	Teacher III	3.77	0.42				
	Master Teacher I	3.75	0.32				
	Master Teacher II	3.69	0.37				
4. Situational	Teacher I	3.85	0.34	0.83	0.51	Accepted	Not Significant
	Teacher II	3.75	0.37				
	Teacher III	3.77	0.43				
	Master Teacher I	3.75	0.32				
	Master Teacher II	3.69	0.35				
Over-all	Teacher I	3.86	0.30	1.07	0.38	Accepted	Not Significant
	Teacher II	3.75	0.35				
	Teacher III	3.77	0.40				
	Master Teacher I	3.79	0.29				
	Master Teacher II	3.70	0.34				

As shown in Table 10, teacher respondents have obtained a computed F-value of 1.23 in terms of authoritative leadership style with a significance value of 0.30. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of teacher respondents when their position is taken as test factor. This goes to show that teacher respondents have relatively the same assessment on the leadership style of their school heads in terms of authoritative style regardless of their position.

In terms of democratic leadership style, teacher respondents have obtained a computed F-value of 1.09 with a significance value of 0.36. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of teacher respondents when their position is taken as test factor. The result shows that teacher respondents have relatively the same assessment on the leadership style of their school heads in terms of democratic style regardless of their position.

In terms of facilitative leadership style, teacher respondents have obtained a computed F-value of 1.22 with a significance value of 0.30. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of teacher respondents when their position is taken as test factor. This indicates that teacher respondents have relatively the same assessment on the leadership style of their school heads in terms of facilitative style regardless of their position.

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In terms of situational leadership style, teacher respondents have obtained a computed F-value of 0.83 with a significance value of 0.51. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of teacher respondents when their position is taken as test factor. This could mean that teacher respondents have relatively the same assessment on the leadership style of their school heads in terms of situational style regardless of their position.

Generally, teacher respondents have obtained an over-all computed F-value of 1.07 with a significance value of 0.38. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of teacher respondents when their position is taken as test factor. The result reveals that teacher respondents have relatively the same assessment on the leadership style of their school heads regardless of their position.

2.10 On Length of Service

Table 11 presents the differences in the assessment of teacher respondents on the leadership style of their school heads when their length of service is taken as test factor.

Table 11. Differences in the Assessment of Teacher Respondents on the Leadership Style of their School Heads when their Length of Service is Taken as Test Factor

Leadership Styles	Length of Service	Mean	SD	Computed F-value	Sig	Decision on Ho	Interpretation
1. Authoritative	<5 years	3.89	0.23	2.37	0.08	Accepted	Not Significant
	5-10 years	3.77	0.39				
	11-15 years	3.83	0.27				
	16-20 years	3.89	0.24				
	>20 years	3.71	0.46				
2. Democratic	<5 years	3.93	0.22	2.33	0.06	Accepted	Not Significant
	5-10 years	3.75	0.46				
	11-15 years	3.84	0.34				
	16-20 years	3.88	0.25				
	>20 years	3.71	0.48				
3. Facilitative	<5 years	3.88	0.26	2.33	0.06	Accepted	Not Significant
	5-10 years	3.71	0.46				
	11-15 years	3.84	0.31				
	16-20 years	3.84	0.25				
	>20 years	3.69	0.47				
4. Situational	<5 years	3.87	0.28	1.50	0.20	Accepted	Not Significant
	5-10 years	3.75	0.43				
	11-15 years	3.84	0.31				
	16-20 years	3.84	0.25				
	>20 years	3.71	0.49				
Over-all	<5 years	3.89	0.22	2.28	0.06	Accepted	Not Significant
	5-10 years	3.75	0.42				
	11-15 years	3.84	0.29				
	16-20 years	3.86	0.22				
	>20 years	3.70	0.45				

As shown in Table 11, teacher respondents have obtained a computed F-value of 2.37 in terms of authoritative leadership style with a significance value of 0.08. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of teacher respondents when their length of service is taken as test factor. This goes to show that teacher respondents have relatively the same assessment on the leadership style of their school heads in terms of authoritative style regardless of their length of service.

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In terms of democratic leadership style, teacher respondents have obtained a computed F-value of 2.33 with a significance value of 0.05. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of teacher respondents when their length of service is taken as test factor. The result indicates that teacher respondents have relatively the same assessment on the leadership style of their school heads in terms of democratic style regardless of their length of service.

In terms of facilitative leadership style, teacher respondents have obtained a computed F-value of 2.33 with a significance value of 0.06. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of teacher respondents when their length of service is taken as test factor. This could mean that teacher respondents have relatively the same assessment on the leadership style of their school heads in terms of facilitative style regardless of their length of service.

In terms of situational leadership style, teacher respondents have obtained a computed F-value of 1.50 with a significance value of 0.20. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of teacher respondents when their length of service is taken as test factor. The result shows that teacher respondents have relatively the same assessment on the leadership style of their school heads in terms of situational style regardless of their length of service.

Generally, teacher respondents have obtained an overall computed F-value of 2.28 with a significance value of 0.06. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of teacher respondents when their length of service is taken as test factor. The result reveals that teacher respondents have relatively the same assessment on the leadership style of their school heads regardless of their length of service.

III. Teacher Respondents’ Level of Job Satisfaction

Tables 12-16 present the assessment of the teacher respondents of their level of job satisfaction in terms of security, work environment, job responsibilities, and community linkages.

3.1 On Security

Table 12 presents the assessment of the teacher respondents on their level of job satisfaction in terms of security.

Table 12. Teacher Respondents’ Assessment on their Level of Job Satisfaction in Terms of Security

Security <i>On my present job, this is how I feel about....</i>	Mean	SD	Interpretation	Rank
1. The amount of pay I receive for my work.	3.25	0.71	Satisfied	8
2. Opportunities for reclassification or promotion.	3.38	0.69	Satisfied	5
3. The quality of the benefits I receive compared to what other organizations offer.	3.36	0.73	Satisfied	6
4. When my efforts are not adequately rewarded.	3.13	0.76	Satisfied	10
5. How my job contributes to a secure future.	3.45	0.69	Satisfied	2.5
6. Receiving full credit for the work I perform.	3.39	0.66	Satisfied	4
7. The ability to take pride in a job well done.	3.55	0.56	Very Satisfied	1
8. How my pay compares with similar jobs in other companies.	3.21	0.69	Satisfied	9
9. How my pay compares with my colleagues in the school.	3.31	0.68	Satisfied	7
10. Opportunities for career advancement.	3.45	0.62	Satisfied	2.5
Composite Mean	3.35	0.56	Satisfied	

Legend: 3.51-4.00 Very Satisfied; 2.51-3.50 Satisfied; 1.51-2.50 Slightly Satisfied; 1.00-1.50 Not Satisfied

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As shown in Table 12, teacher respondents feel that they are very satisfied on the ability to take pride in a job well done with the highest assessment of 3.55. On the other hand, they are satisfied on how their job contribute to a secure future, on opportunities for career advancement, on receiving full credit for the work they perform, on opportunities for reclassification or promotion, on the quality of the benefits they receive compared to what other organizations offer, on how their pay compares with their colleagues in the school, on the amount of pay they receive for their work, and on how their pay compares with similar jobs in other companies with the mean values of 3.45, 3.45, 3.39, 3.38, 3.36, 3.31, 3.25, and 3.21 respectively. Though they are also satisfied when their efforts are not adequately rewarded, but it was given the lowest assessment of 3.13.

A composite mean value of 3.35 indicates that teacher respondents are satisfied with their present job. According to Hallinger (2018), Miller (2018), and Phuc et al. (2020), school head leadership styles can vary and are impacted by local cultural norms and the unique environment of the school setting.

In essence, leadership styles and methods can differ greatly depending on aspects such as leader personalities, socioeconomic context, and school culture. As a result, research by Busher (2018), Hoy and Miskel (2020), Chen et al. (2023), and Solomon and Steyn (2023) show, leadership styles are molded and altered to fit cultural and geographical variances.

3.2 On Work Environment

Table 13 presents the assessment of the teacher respondents on their level of job satisfaction in terms of work environment.

Table 13. Teacher Respondents’ Assessment on their Level of Job Satisfaction in Terms of Work Environment

Work Environment <i>On my present job, this is how I feel about....</i>	Mean	SD	Interpretation	Rank
1. School policies and practices regarding employees.	3.67	0.52	Very Satisfied	2.5
2. The quality of communication and understanding between myself and my immediate supervisor.	3.65	0.50	Very Satisfied	7
3. The level of cooperation and teamwork among my colleagues.	3.67	0.49	Very Satisfied	2.5
4. Working conditions, including heating, lighting, and ventilation.	3.65	0.54	Very Satisfied	7
5. How easily I can build friendships with my co-workers.	3.71	0.47	Very Satisfied	1
6. The effectiveness of my immediate supervisor's training of subordinates.	3.66	0.49	Very Satisfied	4.5
7. The sense of achievement I derive from my job.	3.61	0.51	Very Satisfied	9
8. How my immediate supervisor addresses employee complaints.	3.59	0.52	Very Satisfied	10
9. The overall pleasantness of the working environment.	3.65	0.49	Very Satisfied	7
10. The level of support and assistance provided by my immediate supervisor when faced with challenging problems.	3.66	0.48	Very Satisfied	4.5
Composite Mean	3.65	0.40	Very Satisfied	

Legend: 3.51-4.00 Very Satisfied; 2.51-3.50 Satisfied; 1.51-2.50 Slightly Satisfied; 1.00-1.50 Not Satisfied

As shown in Table 13, teacher respondents feel that they are very satisfied on how easily they can build friendships with their co-workers with the highest assessment of 3.71. Similarly, they are very

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satisfied with the school policies and practices regarding employees, on the level of cooperation and teamwork among their colleagues, on the effectiveness of their immediate supervisors' training of subordinates, on the level of support and assistance provided by their immediate supervisor when faced with challenging problems, on the quality of communication and understanding between themselves and their immediate supervisor, on working conditions, including heating, lighting and ventilation, the overall pleasantness of the working environment, and on the sense of achievement they derived from their job with the mean values of 3.67, 3.67, 3.66, 3.66, 3.65, 3.65, 3.65, and 3.61 respectively. Though they are also satisfied with how the immediate supervisor addresses employee complaints, it was given the lowest assessment of 3.59. A composite mean value of 3.65 indicates that teachers are very satisfied with their present job based on their own assessment. School head leadership is critical in schools because it entails the school head's capacity to persuade, direct, coordinate, and organize school staff to collaborate in order to achieve educational and instructional goals. The leadership of heads has a substantial influence on the quality of education in schools since they are accountable for increasing the performance of teachers and other subordinates (Ulfa & Waluyo, 2022; Kalsum, 2022; Verawati, 2022).

3.3 On Job Responsibilities

Table 14 presents the assessment of the teacher respondents on their level of job satisfaction in terms of job responsibilities.

Table 14. Teacher Respondents' Assessment on their Level of Job Satisfaction in Terms of Job Responsibilities

Job Responsibilities <i>On my present job, this is how I feel about....</i>	Mean	SD	Interpretation	Rank
1. Opportunities to network with influential individuals.	3.47	0.56	Satisfied	10
2. The ability to engage in activities that align with my moral values.	3.67	0.48	Very Satisfied	3
3. Opportunities to perform work that is a great match for my skills and abilities.	3.61	0.51	Very Satisfied	7.5
4. The opportunity to guide and instruct fellow colleagues on tasks.	3.61	0.50	Very Satisfied	7.5
5. The chance to explore new and innovative approaches within my role.	3.62	0.51	Very Satisfied	5.5
6. Opportunities to utilize and apply my skills effectively.	3.63	0.49	Very Satisfied	4
7. The opportunity to innovate and devise improved methods for completing tasks.	3.62	0.51	Very Satisfied	5.5
8. The opportunity to conduct my work without negatively affecting my co-workers.	3.68	0.49	Very Satisfied	1.5
9. The freedom to exercise my own judgment and decision-making.	3.60	0.52	Very Satisfied	9
10. The chance to fulfill my job responsibilities without feeling like I am deceiving anyone.	3.68	0.49	Very Satisfied	1.5
Composite Mean	3.62	0.42	Very Satisfied	

Legend: 3.51-4.00 Very Satisfied; 2.51-3.50 Satisfied; 1.51-2.50 Slightly Satisfied; 1.00-1.50 Not Satisfied

As shown in Table 14, teacher respondents feel that they are very satisfied on the opportunity to conduct their work without negatively affecting their co-workers, and on the chance to fulfill their job responsibilities without feeling like they are deceiving anyone with the highest assessment of 3.68 respectively. Likewise, they also feel that they are very satisfied on the ability to engage in activities that align with their moral values, on the opportunities to utilize and apply their skills effectively, on the chance to explore new and innovative approaches within their role, on the opportunity to innovate and

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devise improved methods for completing tasks, on the opportunities to perform work that is a great match for their skills and abilities, on the opportunity to guide and instruct fellow colleagues on tasks, and on the freedom to exercise their own judgment and decision-making with the mean values of 3.67, 3.63, 3.62, 3.62, 3.61, 3.61, and 3.60 respectively. On the other hand, they are just satisfied on the opportunities to network with influential individuals with the lowest assessment of 3.47. A composite mean value of 3.62 shows that teacher respondents are very satisfied with their present job in terms of job responsibilities.

3.4 On Community Attachments/Linkages

Table 15 presents the assessment of the teacher respondents on their level of job satisfaction in terms of community attachments/linkages.

Table 15. Teacher Respondents' Assessment on their Level of Job Satisfaction in Terms of Community Attachments/Linkages

Community Attachments/Linkages <i>On my present job, this is how I feel about....</i>	Mean	SD	Interpretation	Rank
1. The opportunity to hold a meaningful position within the community.	3.53	0.53	Very Satisfied	10
2. The ability to provide valuable assistance to others.	3.63	0.49	Very Satisfied	4.5
3. The opportunity to promote stakeholder participation in all school-related activities.	3.60	0.51	Very Satisfied	6
4. The chance to establish a significant presence within the community.	3.54	0.54	Very Satisfied	8.5
5. The opportunity to engage in community outreach programs such as cleaning initiatives, coastal clean-ups, and tree planting.	3.54	0.54	Very Satisfied	8.5
6. The chance to address and assist with community members' concerns.	3.56	0.53	Very Satisfied	7
7. The school's connections and partnerships with the local community.	3.63	0.50	Very Satisfied	4.5
8. How effectively my immediate supervisor handles concerns raised by parents in the community.	3.64	0.50	Very Satisfied	3
9. The overall friendliness and positive atmosphere of the school community towards external stakeholders.	3.66	0.48	Very Satisfied	1.5
10. The social standing within the community associated with the job.	3.66	0.48	Very Satisfied	1.5
Composite Mean	3.60	0.43	Very Satisfied	

Legend: 3.51-4.00 Very Satisfied; 2.51-3.50 Satisfied; 1.51-2.50 Slightly Satisfied; 1.00-1.50 Not Satisfied

As shown in Table 15, teacher respondents feel that they are very satisfied on the overall friendliness and positive atmosphere of the school community towards external stakeholders, and on the social standing within the community associated with the job with the highest assessment of 3.66 respectively. Likewise, they also feel that they are very satisfied on how effectively their immediate supervisor handles concerns raised by parents in the community, on the ability to provide valuable assistance to others, on the school's connections and partnerships with the local community, on the opportunity to promote stakeholder participation in all school-related activities, on the chance to address and assist with community members' concerns, on the chance to establish a significant presence within the community, and on the opportunity to engage in community outreach programs such as cleaning initiatives, coastal clean-ups, and tree planting with the mean values of 3.64, 3.63, 3.63, 3.60, 3.56, 3.54,

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and 3.54 respectively. Though they also feel that they are very satisfied on the opportunity to hold a meaningful position within the community, but it was given the lowest assessment of 3.53. A composite mean value of 3.60 indicates that teacher respondents are very satisfied with their present job in terms of community attachments/linkages.

3.5 Summary of the Teacher Respondents’ Assessment of their Level of Job Satisfaction

Table 16 presents the summary of the assessment of teacher respondents on their level of job satisfaction.

Table 16. Summary of the Teacher Respondents’ Assessment on their Level of Job Satisfaction

Job Satisfaction Indicators	Mean	SD	Interpretation	Rank
1. Security	3.35	0.56	Satisfied	4
2. Work Environment	3.65	0.40	Very Satisfied	1
3. Job Responsibilities	3.62	0.42	Very Satisfied	2
4. Community Linkages	3.60	0.43	Very Satisfied	3
Over-all Mean	3.56	0.40	Very Satisfied	

Legend: 3.51-4.00 Very Satisfied; 2.51-3.50 Satisfied; 1.51-2.50 Slightly Satisfied; 1.00-1.50 Not Satisfied

As shown in Table 16, the result shows that teacher respondents are very satisfied with the work environment which gained the highest assessment and ranked first. Teachers are also very satisfied on their job responsibilities which gained the second highest assessment, while community linkages ranked third indicating that they are very satisfied. On the other hand, the result shows that teacher respondents are satisfied on their job in terms of security which gained the lowest assessment from the teachers. Generally, it can be said that teacher respondents are very satisfied with their job based on their own assessment as indicated in the over-all mean value of 3.56. Huyman's 2020 research produced notable findings. It found that intrinsic variables such as security, activity, social service, variety, and ability utilization were the most important contributors to work satisfaction among rural schoolteachers. Extrinsic elements like recognition, business policies, prospects for growth, connections with coworkers, and salary, on the other hand, had a greater effect on discontent within the same context.

IV. Differences in the Assessment of Teacher Respondents on their Level of Job Satisfaction When they are Grouped According to Profile

Tables 16-20 present the differences in the assessment of teacher respondents on their level of job satisfaction when they are grouped according to sex, age, educational attainment, position, and length of service.

4.1 On Sex

Table 17 presents the differences in the assessment of teacher respondents on their level of job satisfaction when they are grouped according to sex.

Table 17. Differences in the Assessment of Teacher Respondents on their Level of Job Satisfaction when they grouped According to Sex

Job Satisfaction Indicators	Sex	Mean	SD	Computed t-value	Sig	Decision on Ho	Interpretation
1. Security	Male	3.42	0.52	0.68	0.50	Accepted	Not Significant
	Female	3.34	0.56				
2. Work Environment	Male	3.72	0.35	0.85	0.40	Accepted	Not Significant
	Female	3.64	0.41				

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3. Job Responsibilities	Male	3.66	0.40	0.52	0.60	Accepted	Not Significant
	Female	3.61	0.42				
4. Community Linkages	Male	3.58	0.42	-0.22	0.82	Accepted	Not Significant
	Female	3.60	0.43				
Over-all	Male	3.60	0.37	0.52	0.60	Accepted	Not Significant
	Female	3.55	0.41				

As shown in Table 17, teacher respondents have obtained a computed t-value of 0.68 in terms of security with significance value of 0.50. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of respondents when they are grouped according to sex. This shows that male and female teachers have relatively the same assessment on their job satisfaction in terms of security.

In terms of work environment, teacher respondents have obtained a computed t-value of 0.85 with significance value of 0.40. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of respondents when they are grouped according to sex. The result indicates that male and female teachers have relatively the same assessment on their job satisfaction in terms of work environment.

In terms of job responsibilities, teacher respondents have obtained a computed t-value of 0.52 with significance value of 0.60. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of respondents when they are grouped according to sex. This goes to show that male and female teachers have relatively the same assessment on their job satisfaction in terms of job responsibilities.

In terms of community linkages, teacher respondents have obtained a computed t-value of -0.22 with significance value of 0.82. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of respondents when they are grouped according to sex. This is taken to mean that male and female teachers have relatively the same assessment on their job satisfaction in terms of community linkages.

Generally, teacher respondents have obtained a computed t-value of 0.52 with significance value of 0.60. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of respondents when they are grouped according to sex. The result reveals that male and female teachers have relatively the same assessment on their job satisfaction.

4.2 On Age

Table 18 presents the differences in the assessment of teacher respondents on their level of job satisfaction when they are grouped according to age.

Table 18. Differences in the Assessment of Teacher Respondents on their Level of Job Satisfaction when they are Grouped According to Age

Job Satisfaction Indicators	Age	Mean	SD	Computed F-value	Sig	Decision on Ho	Interpretation
1. Security	<25 y/o	3.23	0.75	0.77	0.55	Accepted	Not Significant
	26-35 y/o	3.33	0.60				
	36-45 y/o	3.42	0.52				
	46-55 y/o	3.26	0.60				
	>55 y/o	3.31	0.52				
2. Work Environment	<25 y/o	3.83	0.15	1.09	0.36	Accepted	Not Significant
	26-35 y/o	3.63	0.40				
	36-45 y/o	3.70	0.38				
	46-55 y/o	3.57	0.45				
	>55 y/o	3.66	0.37				

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3. Job Responsibilities	<25 y/o	3.87	0.15	1.32	0.26	Accepted	Not Significant
	26-35 y/o	3.60	0.42				
	36-45 y/o	3.67	0.41				
	46-55 y/o	3.53	0.48				
	>55 y/o	3.62	0.36				
4. Community Attachments	<25 y/o	3.77	0.40	1.87	0.12	Accepted	Not Significant
	26-35 y/o	3.65	0.43				
	36-45 y/o	3.65	0.40				
	46-55 y/o	3.49	0.48				
	>55 y/o	3.50	0.41				
Over-all	<25 y/o	3.68	0.28	1.25	0.29	Accepted	Not Significant
	26-35 y/o	3.56	0.41				
	36-45 y/o	3.61	0.38				
	46-55 y/o	3.46	0.45				
	>55 y/o	3.53	0.36				

As shown in Table 18, teacher respondents have obtained a computed F-value of 0.77 in terms of security with significance value of 0.55. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of respondents when they are grouped according to age. This shows that teacher respondents have relatively the same assessment on their job satisfaction in terms of security regardless of their age.

In terms of work environment, teacher respondents have obtained a computed F-value of 1.09 with significance value of 0.36. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of respondents when they are grouped according to age. The result indicates that teacher respondents have relatively the same assessment on their job satisfaction in terms of work environment regardless of their age.

In terms of job responsibilities, teacher respondents have obtained a computed F-value of 1.32 with significance value of 0.26. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of respondents when they are grouped according to age. The result shows that teacher respondents have relatively the same assessment on their job satisfaction in terms of job responsibilities regardless of their age.

In terms of community attachments, teacher respondents have obtained a computed F-value of 1.87 with significance value of 0.12. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of respondents when they are grouped according to age. This is taken to mean that teacher respondents have relatively the same assessment on their job satisfaction in terms of community attachments regardless of their age.

Generally, teacher respondents have obtained an over-all computed F-value of 1.25 with significance value of 0.29. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of respondents when they are grouped according to age. The result reveals that teacher respondents have relatively the same assessment on their job satisfaction regardless of their age.

4.3 On Educational Attainment

Table 19 presents the differences in the assessment of teacher respondents on their level of job satisfaction when they are grouped according to educational attainment.

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Table 19. Differences in the Assessment of Teacher Respondents on their Level of Job Satisfaction when they are Grouped According to Educational Attainment

Job Satisfaction Indicators	Educational Attainment	Mean	SD	Computed F-value	Sig	Decision on Ho	Interpretation
1. Security	Bachelor's degree	3.41	0.56	0.88	0.48	Accepted	Not Significant
	w/ Master's units	3.30	0.56				
	Master's degree	3.30	0.58				
	w/ Doctoral units	3.50	0.38				
	Doctoral degree	3.58	0.49				
2. Work Environment	Bachelor's degree	3.69	0.38	0.56	0.69	Accepted	Not Significant
	w/ Master's units	3.66	0.38				
	Master's degree	3.59	0.47				
	w/ Doctoral units	3.58	0.42				
	Doctoral degree	3.72	0.41				
3. Job Responsibilities	Bachelor's degree	3.63	0.40	0.19	0.94	Accepted	Not Significant
	w/ Master's units	3.62	0.42				
	Master's degree	3.60	0.47				
	w/ Doctoral units	3.59	0.40				
	Doctoral degree	3.76	0.43				
4. Community Attachments	Bachelor's degree	3.66	0.40	1.00	0.41	Accepted	Not Significant
	w/ Master's units	3.58	0.43				
	Master's degree	3.58	0.48				
	w/ Doctoral units	3.40	0.42				
	Doctoral degree	3.72	0.42				
Over-all	Bachelor's degree	3.60	0.39	0.49	0.75	Accepted	Not Significant
	w/ Master's units	3.54	0.39				
	Master's degree	3.52	0.47				
	w/ Doctoral units	3.52	0.33				
	Doctoral degree	3.70	0.43				

As shown in Table 19, teacher respondents have obtained a computed F-value of 0.88 in terms of security with a significance value of 0.48. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of respondents when they are grouped according to educational attainment. This goes to show that teacher respondents have relatively the same assessment on their job satisfaction in terms of security regardless of the educational level they have attained.

In terms of work environment, teacher respondents have obtained a computed F-value of 0.56 with significance value of 0.69. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of respondents when they are grouped according to educational attainment. The result indicates that teacher respondents have relatively the same assessment on their job satisfaction in terms of work environment regardless of the educational level they have attained.

In terms of job responsibilities, teacher respondents have obtained a computed F-value of 0.88 with significance value of 0.48. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the

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assessment of respondents when they are grouped according to educational attainment. The result shows that teacher respondents have relatively the same assessment on their job satisfaction in terms of job responsibilities regardless of the educational level they have attained.

In terms of community attachments, teacher respondents have obtained a computed F-value of 1.00 with significance value of 0.41. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of respondents when they are grouped according to educational attainment. This is taken to mean that teacher respondents have relatively the same assessment on their job satisfaction in terms of community attachments regardless of the educational level they have attained.

Generally, teacher respondents have obtained an over-all computed F-value of 0.49 with significance value of 0.75. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of respondents when they are grouped according to educational attainment. The result reveals that teacher respondents have relatively the same assessment on their job satisfaction in terms of work environment regardless of the educational level they have attained.

4.4 On Position

Table 20 presents the differences in the assessment of teacher respondents on their level of job satisfaction when they are grouped according to position.

Table 20. Differences in the Assessment of Teacher Respondents on their Level of Job Satisfaction when they are Grouped According to Position

Job Satisfaction Indicators	Position	Mean	SD	Computed F-value	Sig	Decision on Ho	Interpretation
1. Security	Teacher I	3.39	0.57	0.94	0.44	Accepted	Not Significant
	Teacher II	3.24	0.57				
	Teacher III	3.32	0.57				
	Master Teacher I	3.52	0.45				
	Master Teacher II	3.34	0.35				
2. Work Environment	Teacher I	3.73	0.35	1.69	0.15	Accepted	Not Significant
	Teacher II	3.56	0.43				
	Teacher III	3.62	0.43				
	Master Teacher I	3.68	0.38				
	Master Teacher II	3.55	0.47				
3. Job Responsibilities	Teacher I	3.70	0.38	2.58	0.08	Accepted	Not Significant
	Teacher II	3.44	0.47				
	Teacher III	3.62	0.42				
	Master Teacher I	3.65	0.38				
	Master Teacher II	3.54	0.46				
4. Community Attachments	Teacher I	3.73	0.38	3.45	0.09	Accepted	Not Significant
	Teacher II	3.44	0.44				
	Teacher III	3.56	0.45				
	Master Teacher I	3.53	0.42				
	Master Teacher II	3.56	0.47				
Over-all	Teacher I	3.64	0.36	2.14	0.08	Accepted	

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	Teacher II	3.42	0.45				Not Significant
	Teacher III	3.53	0.41				
	Master Teacher I	3.60	0.35				
	Master Teacher II	3.50	0.44				

As shown in Table 20, teacher respondents have obtained a computed F-value of 0.94 in terms of security with significance value of 0.44. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of respondents when they are grouped according to their position. This goes to show that teacher respondents have relatively the same assessment on their job satisfaction in terms of security regardless of the position they are holding.

In terms of work environment, teacher respondents have obtained a computed F-value of 1.69 with significance value of 0.15. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of respondents when they are grouped according to their position. The result indicates that teacher respondents have relatively the same assessment on their job satisfaction in terms of work environment regardless of the position they are holding.

In terms of job responsibilities, teacher respondents have obtained a computed F-value of 2.58 with significance value of 0.08. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of respondents when they are grouped according to their position. This goes to show that teacher respondents have relatively the same assessment on their job satisfaction in terms of job responsibilities regardless of the position they are holding.

In terms of community attachments, teacher respondents have obtained a computed F-value of 3.45 with significance value of 0.09. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of respondents when they are grouped according to their position. This could mean that teacher respondents have relatively the same assessment on their job satisfaction in terms of community attachments regardless of the position they are holding.

Generally, teacher respondents have obtained an over-all computed F-value of 2.14 with significance value of 0.08. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of respondents when they are grouped according to their position. The result reveals that teacher respondents have relatively the same assessment on their job satisfaction regardless of the position they are holding.

4.5 On Length of Service

Table 21 presents the differences in the assessment of teacher respondents on their level of job satisfaction when they are grouped according to length of service.

Table 21. Differences in the Assessment of Teacher Respondents on their Level of Job Satisfaction when they are Grouped According to Length of Service

Job Satisfaction Indicators	length of service	Mean	SD	Computed F-value	Sig		Decision on Ho	Interpretation
1. Security	<5 years	3.37	0.58	0.46	0.77		Accepted	Not Significant
	5-10 years	3.37	0.58					
	11-15 years	3.37	0.49					
	16-20 years	3.39	0.57					
	>20 years	3.26	0.58					
	<5 years	3.73	0.31	1.51	0.20		Accepted	

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2. Work Environment	5-10 years	3.61	0.45					Not Significant
	11-15 years	3.69	0.387					
	16-20 years	3.71	0.36					
	>20 years	3.56	0.44					
3. Job Responsibilities	<5 years	3.71	0.34	1.94	0.11		Accepted	Not Significant
	5-10 years	3.59	0.46					
	11-15 years	3.67	0.39					
	16-20 years	3.68	0.41					
	>20 years	3.50	0.45					
4. Community Attachments	<5 years	3.77	0.34	3.45	0.09		Accepted	Not Significant
	5-10 years	3.61	0.44					
	11-15 years	3.63	0.39					
	16-20 years	3.64	0.43					
	>20 years	3.43	0.46					
Over-all	<5 years	3.65	0.31	1.82	0.13		Accepted	Not Significant
	5-10 years	3.55	0.44					
	11-15 years	3.59	0.37					
	16-20 years	3.61	0.38					
	>20 years	3.44	0.44					

As shown in Table 21, teacher respondents have obtained a computed F-value of 0.46 in terms of security with significance value of 0.77. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of respondents when they are grouped according to their length of service. This goes to show that teacher respondents have relatively the same assessment on their job satisfaction in terms of security regardless of how long they have been in the service.

In terms of work environment, teacher respondents have obtained a computed F-value of 1.51 with significance value of 0.20. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of respondents when they are grouped according to their length of service. This is taken to mean that teacher respondents have relatively the same assessment on their job satisfaction in terms of work environment regardless of how long they have been in the service.

In terms of job responsibilities, teacher respondents have obtained a computed F-value of 1.94 with significance value of 0.11. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of respondents when they are grouped according to their length of service. The result indicates that teacher respondents have relatively the same assessment on their job satisfaction in terms of job responsibilities regardless of how long they have been in the service.

In terms of community attachments, teacher respondents have obtained a computed F-value of 3.45 with significance value of 0.09. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of respondents when they are grouped according to their length of service. This shows that teacher respondents have relatively the same assessment on their job satisfaction in terms of community attachments regardless of how long they have been in the service.

Generally, teacher respondents have obtained an over-all computed F-value of 1.82 with significance value of 0.13. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of respondents when they are grouped according to their length of service. The result reveals that teacher respondents have relatively the same assessment on their job satisfaction regardless of how long they have been in the service.

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V. Relationship Between the Assessed Leadership Style of School Heads and the Teachers' Level of Job Satisfaction

Table 22 presents the relationship between the assessed leadership style of school heads and the level of job satisfaction of teachers.

Table 22. Relationship Between the Assessed Leadership Style of School Heads and the Teachers' Level of Job Satisfaction

Leadership Styles	Job Satisfaction Indicators	Computed r	Sig	Decision on Ho	Interpretation
1. Authoritative	Security	0.36	0.00	Rejected	Significant
	Work Environment	0.49	0.00	Rejected	Significant
	Job Responsibilities	0.42	0.00	Rejected	Significant
	Community Attachment	0.45	0.00	Rejected	Significant
	Average	0.48	0.00	Rejected	Significant
2. Democratic	Security	0.45	0.00	Rejected	Significant
	Work Environment	0.54	0.00	Rejected	Significant
	Job Responsibilities	0.49	0.00	Rejected	Significant
	Community Attachment	0.51	0.00	Rejected	Significant
	Average	0.56	0.00	Rejected	Significant
3. Facilitative	Security	0.45	0.00	Rejected	Significant
	Work Environment	0.57	0.00	Rejected	Significant
	Job Responsibilities	0.49	0.00	Rejected	Significant
	Community Attachment	0.54	0.00	Rejected	Significant
	Average	0.57	0.00	Rejected	Significant
4. Situational	Security	0.44	0.00	Rejected	Significant
	Work Environment	0.53	0.00	Rejected	Significant
	Job Responsibilities	0.47	0.00	Rejected	Significant
	Community Attachment	0.51	0.00	Rejected	Significant
	Average	0.54	0.00	Rejected	Significant
Over-all Leadership Style	Over-all Job Satisfaction	0.57	0.00	Rejected	Significant

As shown in Table 22, in terms of authoritative leadership style, teacher respondents have obtained a computed r values of 0.36, 0.49, 0.42, and 0.45 for security, work environment, job responsibilities, and community attachments respectively with significance values of 0.00 respectively. Since the significance values are less than the set 0.05 level of significance, null hypothesis is rejected which means that there is a significant relationship between the leadership style of school heads and the teachers' level of job satisfaction. This is taken to mean that the leadership style of school heads in terms of authoritative is significantly correlated to a moderate degree with the job satisfaction of teachers in terms of security, work environment, job responsibilities, and community attachments. This indicates that the authoritative style of leadership of school heads could positively influence the level of job satisfaction of teachers.

In terms of democratic leadership style, teacher respondents have obtained a computed r values of 0.45, and 0.49 for security, and job responsibilities with significance values of 0.00 respectively while 0.54, and 0.51 with significance values of 0.00 for work environment, and job responsibilities respectively. Since the significance values are less than the set 0.05 level of significance, null hypothesis is rejected indicating a significant relationship between the two variables. This is taken to mean that the leadership style of school heads in terms of democratic is moderately correlated with the job satisfaction of teachers in terms of security, and job responsibilities, while strongly correlated with teachers' job

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satisfaction in terms of work environment, and community attachments. This indicates that the democratic style of leadership of school heads could positively influence the level of job satisfaction of teachers.

In terms of facilitative leadership style, teacher respondents have obtained a computed r values of 0.45, and 0.49 for security, and job responsibilities with significance values of 0.00 respectively while 0.57, and 0.54 with significance values of 0.00 for work environment, and job responsibilities respectively. Since the significance values are less than the set 0.05 level of significance, null hypothesis is rejected indicating a significant relationship between the two variables. The result shows that the leadership style of school heads in terms of facilitative is moderately correlated with the job satisfaction of teachers in terms of security, and job responsibilities, while strongly correlated with teachers' job satisfaction in terms of work environment, and community attachments. This goes to show that the facilitative style of leadership of school heads could positively influence the level of job satisfaction of teachers.

In terms of situational leadership style, teacher respondents have obtained a computed r values of 0.44, and 0.47 for security, and job responsibilities with significance values of 0.00 respectively while 0.53, and 0.51 with significance values of 0.00 for work environment, and job responsibilities respectively. Since the significance values are less than the set 0.05 level of significance, null hypothesis is rejected indicating a significant relationship between the two variables. This could mean that the leadership style of school heads in terms of situational is moderately correlated with the job satisfaction of teachers in terms of security, and job responsibilities, while strongly correlated with teachers' job satisfaction in terms of work environment, and community attachments. This is taken to mean that the situational style of leadership of school heads could positively influence the level of job satisfaction of teachers.

Generally, teacher respondents have obtained an over-all computed r value of 0.57 with significance value of 0.00. Since the significance value is less than the set 0.05 level of significance, null hypothesis is rejected indicating a significant relationship between the two variables. The result reveals that the leadership style of school heads is strongly correlated with the teachers' job satisfaction which only shows that the job satisfaction of teachers is highly influenced by the school heads' leadership style. There is abundant evidence demonstrating a significant relationship between school head leadership styles and teacher job performance. Adeyemi (2022), Imhangbe et al. (2018), and Saleem et al. (2020) have all found this link. A comprehensive evaluation of rigorous research demonstrates that when leadership develops a shared vision and cooperation, teacher performance has a positive and constructive influence on student progress, as evidenced by Awamleh and Gardner (2021), Hallinger and Heck (2023), and Gumus et al. (2019).

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This study determined the relationship between the school head's leadership styles and the teachers' job satisfaction. Profile of the teacher respondents, their assessments on the leadership style of their school heads, their level of job satisfaction, and differences in their assessments when their profile is taken as test factor were also determined. The findings of this study helped the researcher with the proposed leadership development program among school heads.

Summary of Findings

I. Profile of the Teacher Respondents

Majority of the teacher respondents are female (89.2%), mostly are within the age group of 41-50 years old (30.4%), have earned units in their master's degree program (45.3%), holding a position of Teacher I (34.9%) and Teacher III (38.4%), and have been in the service for about 11-15 years (24.1%).

II. Teacher Respondents' Assessment on the Leadership Style of their School Heads

The result shows that the authoritative, and democratic leadership styles were the most highly manifested style among the school leaders as perceived by the teacher respondents which gained the highest assessment. Situational leadership style was also perceived to be highly manifested which ranked third, while facilitative leadership style resulted to be the least assessed but still highly manifested according to the teacher respondents. The over-all mean value of 3.80 reveals that the four leadership styles were highly manifested among the school heads as perceived by the teachers.

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2.1 On Authoritative Leadership Style

Teacher respondents perceived that it is exactly like that their school head is determined to drive school projects forward and achieve results with the highest assessment given interpreted as highly manifested. Similarly, it is exactly like that their school heads excel in organizing and coordinating efforts within the school, and that they are comfortable serving as the spokesperson for the school interpreted as highly manifested. Though they also perceived that it is exactly like that their school heads set high standards for themselves and expects others to do the same, but it was given the lowest assessment interpreted as highly manifested. A composite mean value of 3.81 shows that school head highly manifested an authoritative style of leadership as perceived by the teacher respondents.

2.2 On Democratic Leadership Style

Teacher respondents perceived that it is exactly like that their school heads collaborate effectively on school committees with the highest assessment given interpreted as highly manifested. Likewise, they perceived that it is exactly like that their school heads are open to extended discussions, as long as all aspects are thoroughly explored, and that they believe that all school members should adhere to formal decisions, following established procedures interpreted as highly manifested. Though they also perceived that it is exactly like that their school heads encourage teacher participation in decision-making, but it was given the lowest assessment interpreted as highly manifested. A composite mean value of 3.81 indicates that school heads highly manifested a democratic style of leadership as perceived by the teacher respondents.

2.3 On Facilitative Leadership Style

Teacher respondents perceived that it is exactly like that their school heads take pleasure in assisting others in their personal and professional development with the highest assessment given interpreted as highly manifested. Likewise, they also perceived that it is exactly like that their school heads nurture the potential of teachers, and that prioritize the well-being of teachers as the top concern for the school interpreted as highly manifested. Though they also perceived that it is exactly like that their school heads value allowing individuals to learn from their mistakes, but it was given the lowest assessment interpreted as highly manifested. A composite mean value of 3.78 shows that school heads highly manifested a facilitative style of leadership as perceived by the teacher respondents.

2.4 On Situational Leadership Style

Teacher respondents perceived that it is exactly like that their school heads assume leadership responsibilities, when necessary, regardless of traditional leadership labels with the highest assessment given interpreted as highly manifested. Similarly, they also perceived that it is exactly like that their school heads possess the ability to view situations from various perspectives, and that they adapt effectively to diverse situations interpreted as highly manifested. Though they also perceived that it is exactly like that their school heads enjoy participating in role-playing exercises but it was given the lowest assessment interpreted as highly manifested. A composite mean value of 3.79 shows that school heads highly manifested a situational style of leadership as perceived by the teacher respondents.

III. Differences in the Assessment of Teacher Respondents on the Leadership Style of their School Heads When their Profile is Taken as Test Factor

3.1 On Sex

The result shows that there were no significant differences in the assessment of the teacher respondents when their sex is taken as test factor. This goes to show that male and female teacher respondents have relatively the same assessment on the leadership style of their school heads in terms of authoritative, democratic, facilitative, and situational leadership styles.

3.2 On Age

Based from the results, there were no significant differences in the assessment of the teacher respondents when their age is taken as test factor. The result indicates that teacher respondents have relatively the same assessment on the leadership style of their school heads in terms of authoritative, democratic, facilitative, and situational leadership styles regardless of their age.

3.3 On Educational Attainment

As reflected in the results, there were no significant differences in the assessment of the teacher respondents when their educational attainment is taken as test factor. This is taken to mean that teacher respondents have relatively the same assessment on the leadership style of their school heads in terms of

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authoritative, democratic, facilitative, and situational leadership styles regardless of the educational level they have attained.

3.4 On Position

As reflected in the results, there were no significant differences in the assessment of the teacher respondents when their position is taken as test factor. This goes to show that teacher respondents have relatively the same assessment on the leadership style of their school heads in terms of authoritative, democratic, facilitative, and situational leadership styles regardless of the position they are holding.

3.5 On Length of Service

As reflected in the results, there were no significant differences in the assessment of the teacher respondents when their length of service is taken as test factor. This could mean that teacher respondents have relatively the same assessment on the leadership style of their school heads in terms of authoritative, democratic, facilitative, and situational leadership styles regardless of how long they have been in the service.

IV. Teacher Respondents' Level of Job Satisfaction

The result shows that teacher respondents are very satisfied on work environment which gained the highest assessment and ranked first. Teachers are also very satisfied on their job responsibilities which gained the second highest assessment, while community linkages ranked third indicating that they are very satisfied. On the other hand, the result shows that teacher respondents are satisfied on their job in terms of security which gained the lowest assessment from the teachers. Generally, it can be said that teacher respondents are very satisfied with their job based on their own assessment as indicated in the over-all mean value of 3.56.

4.1 On Security

Teacher respondents feel that they are very satisfied on the ability to take pride in a job well done with the highest assessment given. On the other hand, they are satisfied on how their job contribute to a secure future, on opportunities for career advancement, on receiving full credit for the work they perform, on opportunities for reclassification or promotion, on the quality of the benefits they receive compared to what other organizations offer, on how their pay compares with their colleagues in the school, on the amount of pay they receive for their work, and on how their pay compares with similar jobs in other companies. Though they are also satisfied when their efforts are not adequately rewarded, but it was given the lowest assessment by the teacher respondents. A composite mean value of 3.35 indicates that teacher respondents are satisfied with their present job.

4.2 On Work Environment

Teacher respondents feel that they are very satisfied on how easily they can build friendships with their co-workers with the highest assessment given. Similarly, they are very satisfied with the school policies and practices regarding employees, on the level of cooperation and teamwork among their colleagues, on the effectiveness of their immediate supervisors' training of subordinates, on the level of support and assistance provided by their immediate supervisor when faced with challenging problems, on the quality of communication and understanding between themselves and their immediate supervisor, on working conditions, including heating, lighting and ventilation, the over-all pleasantness of the working environment, and on the sense of achievement they derived from their job. Though they are also satisfied on how immediate supervisor addresses employee complaints, it was given the lowest assessment. A composite mean value of 3.65 indicates that teachers are very satisfied with their present job based on their own assessment.

4.3 On Job Responsibilities

Teacher respondents feel that they are very satisfied on the opportunity to conduct their work without negatively affecting their co-workers, and on the chance to fulfill their job responsibilities without feeling like they are deceiving anyone with the highest assessment given. Likewise, they also feel that they are very satisfied on the ability to engage in activities that align with their moral values, on the opportunities to utilize and apply their skills effectively, on the chance to explore new and innovative approaches within their role, on the opportunity to innovate and devise improved methods for completing tasks, on the opportunities to perform work that is a great match for their skills and abilities, on the opportunity to guide and instruct fellow colleagues on tasks, and on the freedom to exercise their own judgment and decision-making. On the other hand, they are just satisfied on the opportunities to network

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with influential individuals with the lowest assessment given. A composite mean value of 3.62 shows that teacher respondents are very satisfied with their present job in terms of job responsibilities.

4.4 On Community Attachments

Teacher respondents feel that they are very satisfied on the overall friendliness and positive atmosphere of the school community towards external stakeholders, and on the social standing within the community associated with the job with the highest assessment given. Likewise, they also feel that they are very satisfied on how effectively their immediate supervisor handles concerns raised by parents in the community, on the ability to provide valuable assistance to others, on the school's connections and partnerships with the local community, on the opportunity to promote stakeholder participation in all school-related activities, on the chance to address and assist with community members' concerns, on the chance to establish a significant presence within the community, and on the opportunity to engage in community outreach programs such as cleaning initiatives, coastal clean-ups, and tree planting. Though they also feel that they are very satisfied on the opportunity to hold a meaningful position within the community, but it was given the lowest assessment. A composite mean value of 3.60 indicates that teacher respondents are very satisfied with their present job in terms of community attachments/linkages.

V. Differences in the Assessment of Teacher Respondents on their Level of Job Satisfaction When they are Grouped According to Profile

5.1 On Sex

Based on the results, there were no significant differences in the assessment of the teacher respondents when their sex is taken as test factor. This goes to show that male and female teachers have relatively the same assessment on their level of job satisfaction in terms of security, work environment, job responsibilities, and community linkages.

5.2 On Age

The results show that there were no significant differences in the assessment of the teacher respondents when their age is taken as test factor. This further shows that teacher respondents have relatively the same assessment on their level of job satisfaction in terms of security, work environment, job responsibilities, and community linkages regardless of their age.

5.3 On Educational Attainment

The results show that there were no significant differences in the assessment of the teacher respondents when their educational attainment is taken as test factor. This is taken to mean that teacher respondents have relatively the same assessment on their level of job satisfaction in terms of security, work environment, job responsibilities, and community linkages regardless of the educational level they have attained.

5.4 On Position

As reflected in the results, there were no significant differences in the assessment of the teacher respondents when their position is taken as test factor. The result indicates that teacher respondents have relatively the same assessment on their level of job satisfaction in terms of security, work environment, job responsibilities, and community linkages regardless of the position they are holding.

5.5 On Length of Service

As reflected in the results, there were no significant differences in the assessment of the teacher respondents when their length of service is taken as test factor. This goes to show that teacher respondents have relatively the same assessment on their level of job satisfaction in terms of security, work environment, job responsibilities, and community linkages regardless of how long they have been in the service.

VI. Relationship Between the Assessed Leadership Style of School Heads and the Teachers' Level of Job Satisfaction

The result shows that the school heads' leadership style in terms of authoritative was moderately correlated with the teachers' job satisfaction in terms of security, work environment, job responsibilities, and community attachment which indicates that the authoritative style of leadership of school heads could positively influence the level of job satisfaction of teachers. Likewise, job satisfaction of teachers in terms of security, and job responsibilities were found to be moderately correlated with the school heads' leadership style in terms of democratic, facilitative, and situational leadership styles. On the other hand, job satisfaction in terms of work environment, and community attachments were found to be highly significant with the school heads' leadership style. The result reveals that the leadership style of school

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heads is strongly correlated with the teachers' job satisfaction which only shows that the job satisfaction of teachers is highly influenced by the school heads' leadership style. The overall results show that the teachers' level of job satisfaction is strongly correlated with the teachers' job satisfaction which only shows that the job satisfaction of teachers is highly influenced by the school heads' leadership style.

CONCLUSIONS

Based on the findings, the following have been concluded:

1. Teacher respondents are dominated by female teachers, while mostly are in their middle age, holding the position of Teacher III, earned units in my Master's degree, and have been in the service for more than ten years.
2. School heads exhibited more of authoritative and democratic style of leadership as observed by the teachers.
3. Teachers have relatively the same assessment on the leadership style of school heads regardless of their sex, age, educational attainment, position, and length of service.
4. Teachers seem to be very satisfied most on the physical and social conditions where they do their duties including factors like school culture, relationships with colleagues, and facilities, while they are least satisfied on security.
5. Teachers have relatively the same assessment on their level of job satisfaction regardless of their sex, age, educational attainment, position, and length of service.
6. Job satisfaction of teachers is highly influenced by the leadership style exhibited by the school heads.

RECOMMENDATIONS

In view of the summary of findings and the conclusions, the researcher highly /recommends the following:

1. Provide school heads options and support for career development that can help make school leadership a more attractive and at the same time providing them with opportunities for more diverse career pathways.
2. School heads should encourage and appreciate teachers for attending meeting that enhance job satisfaction.
3. Teachers may be allowed to participate in in-service training because doing so will make them more enthusiastic about their work.
4. Teachers must be provided with the necessary materials that they needed to perform their jobs effectively.
5. Ensure that school heads continuously support and encourage teachers to improve their knowledge and creativity in their work, and to recognize and properly evaluate the results of teachers through different forms of recognition to achieve increased job satisfaction among them and therefore better performance of teachers.

Research Output

PROPOSED LEADERSHIP DEVELOPMENT PROGRAM AMONG SCHOOL HEADS

I. Rationale of the Program

As guardians of educational excellence, school heads bear the weighty responsibility of not only steering the ship of academia but also nurturing a conducive environment where both educators and learners thrive. Recognizing the pivotal role that effective leadership plays in shaping the educational journey, it becomes imperative to invest in the continuous development and refinement of leadership skills among school heads.

The proposed Leadership Development Program for School Heads emerges from a deep-seated commitment to elevate the quality of educational leadership and thereby enhance the overall educational experience within schools. Grounded in empirical findings and informed by the nuanced perceptions of teachers, this program seeks to address critical areas identified in leadership styles and job satisfaction among school heads.

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At the heart of this initiative lies the acknowledgment that effective leadership transcends mere administrative prowess; it encompasses a multifaceted approach that integrates various leadership styles tailored to the dynamic needs of educational contexts. Through targeted workshops, coaching sessions, and peer observation mechanisms, school heads will be afforded the opportunity to delve into the nuances of authoritative, democratic, facilitative, and situational leadership styles. By fostering a deeper understanding of these diverse approaches, school heads can hone their leadership acumen and cultivate environments conducive to collaboration, innovation, and collective growth.

Moreover, the program recognizes the intrinsic link between leadership efficacy and job satisfaction among educators. A satisfied workforce not only translates to heightened morale and productivity but also fosters a culture of excellence and continuous improvement within educational institutions. Through initiatives aimed at enhancing work environments, promoting effective communication, and equipping school heads with conflict resolution and stress management techniques, this program endeavors to create a conducive milieu wherein educators feel valued, supported, and empowered to realize their full potential.

Investing in the professional growth and well-being of school heads, we not only fortify the pillars of educational leadership but also pave the way for a brighter, more enriching future for generations to come.

II. Objectives

This proposed leadership development program among school heads intends to equip teachers and personnel with the appropriate skills which they can utilize and optimize in the exercise of their inherent role.

Specifically, the proposed leadership development program among school heads below needs to be implemented, monitored and evaluated for all the concerned stakeholders.

KEY RESULT AREAS	ACTIVITIES	PERSONS INVOLVED	PERFORMANCE INDICATORS	BUDGET
LEADERSHIP STYLE	1. Conduct leadership style workshops/seminars focusing on authoritative, democratic, facilitative, and situational leadership styles	External Facilitators School Heads Teachers	Increased awareness and understanding of different leadership styles among school heads	P60,000
	2. Provide coaching and mentoring sessions for school heads to develop their leadership skills, emphasizing areas identified for improvement based on teacher feedback	Experienced Educators School Heads	Demonstrated improvement in leadership behaviors and practices by school heads	
	3. Implement peer observation and feedback mechanisms where school heads observe each other's leadership practices and provide constructive feedback	School Heads	Enhanced self-awareness and refinement of leadership approaches through peer insights	

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KEY RESULT AREAS	ACTIVITIES	PERSONS INVOLVED	PERFORMANCE INDICATORS	BUDGET
JOB SATISFACTION	1. Conduct workshops/seminars on creating supportive work environments and enhancing communication and interpersonal skills among school heads	External Facilitators School Heads Teachers	Improved communication and interpersonal relationships leading to a more positive work environment	P60,000
	2. Establish regular forums for school heads to discuss job satisfaction concerns and share best practices for addressing them effectively	School Heads	Increased collaboration and support among school heads in addressing job satisfaction issues	
	3. Provide training on conflict resolution and stress management techniques tailored to the challenges faced by school heads in their leadership roles	External Trainers School Heads	Enhanced ability to manage conflicts and cope with stress, leading to improved job satisfaction	
PROFESSIONAL DEVELOPMENT	1. Organize workshops/seminars on innovative teaching methodologies, curriculum development, and educational technology integration for school heads	Education Experts School Heads Teachers	Acquisition of new skills and knowledge to enhance teaching and learning practices	P60,000
	2. Encourage school heads to participate in professional networks and associations relevant to education leadership to stay updated on industry trends and best practices	School Heads	Expanded professional network and exposure to current trends and innovations in education leadership	
	3. Facilitate opportunities for school heads to engage	Academic Researchers School Heads	Implementation of evidence-based solutions to	

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	in action research projects addressing specific challenges or opportunities within their schools		improve school effectiveness and	
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ACKNOWLEDGEMENT

It is with immense gratefulness that I convey my sincerest appreciation to the following persons who have extended their assistance and expertise for the completion of this scholarly endeavor.

Dr. Lino C. Reynoso, Dean of Graduate School, for his relentless support and boundless consideration during this undertaking. This study would not have been a success without his wisdom and kindness.

Dr. Nelita F. Belena, my dissertation adviser, her guidance and perpetual encouragement helped me greatly to go beyond my limits in accomplishing this task.

The panel of examiners, for sharing their expertise as they give their intellectual comments and recommendations to better this research.

The school heads and teachers from selected schools in the Division of Parañaque City for accommodating the researcher and lending some of their valuable time in giving their responses on the questionnaires.

My relatives and friends, for their prayers and persistent encouragement to complete this endeavor amidst challenges.

My loving father, **Nathaniel M. Blauta**, and my beloved husband, **Joel C. Arriola**, for their sacrifices and incessant support and understanding which sustained me through this journey.

Finally, all thanks and praises to **God Almighty** for it is with His grace and blessings which made this undertaking possible.

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A P P E N D I C E S

Appendix A

SCHOOL HEAD'S LEADERSHIP STYLE AND TEACHERS' JOB SATISFACTION

TEACHERS' QUESTIONNAIRE

Part I. Profile of the teacher respondents in terms of:

1.1 Name _____ (Optional)

1.2 Sex:
 Male Female

1.3 Age:
 less than 25 yrs. old
 26-35 yrs. old
 36-45 yrs. Old
 46-55 yrs. Old
 more than 55 yrs. old

1.4 Educational Attainment:
 Bachelor's Degree
 With M.A. Units
 With M.A. Degree
 With Ph.D. Units
 With Ph.D. Degree

1.5 Position:
 Teacher I
 Teacher II
 Teacher III
 Master Teacher I
 Master Teacher II

1.6. Length of Service:
 Less than 5 years

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- () 5-10 years
- () 11-15 years
- () 16-20 years
- () 21-25 years
- () More than 25 years

Part II. Leadership Styles of the School Head

Directions: For each statement below, please provide your assessment of your school head's leadership style. Rate your school head's behavior on a scale from 1 to 4, where:

Rate	Verbal Interpretation
4	Exactly Like My School head
3	Much Like My School head
2	Somewhat Like My School head
1	Not Like My School head at All

Indicators	(4)	(3)	(2)	(1)
1. Encourages teacher participation in decision-making.				
2. Nurtures the holistic potential of teachers.				
3. Assumes leadership responsibilities, when necessary, regardless of traditional leadership labels.				
4. Is comfortable serving as the spokesperson for the school.				
5. Adapts effectively to diverse situations.				
6. Is determined to drive school projects forward and achieve results.				
7. Values learning from individuals’ mistakes.				
8. Collaborates effectively on school-based committees.				
9. Prioritizes the well-being of teachers as the top concern for the school.				
10. Possesses the ability to view situations from various perspectives.				
11. Is open to extended discussions, as long as all aspects are thoroughly explored or explicated.				
12. Excels in organizing and coordinating efforts within the school.				
13. Advocates that all school members should adhere to formal decisions, following established procedures.				
14. Sets high standards for themselves and expects others to do the same.				
15. Enjoys participating in role-playing exercises.				
16. Takes pleasure in assisting others in their personal and professional development.				

Part III. Self-Assessment of Job Satisfaction

Directions: Please assess your job satisfaction in terms of job security, work environment, job responsibilities, and community attachments by carefully considering the following items. Use the following scale:

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Rate	Verbal Interpretation
4	Very Satisfied
3	Satisfied
2	Slightly Satisfied
1	Not Satisfied

Indicators	(4)	(3)	(2)	(1)
A. Security				
On my present job, this is how I feel about...				
1. The financial compensation I receive for my work.				
2. Opportunities for reclassification or promotion.				
3. The quality of the benefits I receive compared to what other organizations offer.				
4. When my efforts are not adequately rewarded.				
5. How my job contributes to a secure future.				
6. Receiving full credit for the work I perform.				
7. The ability to take pride in a job well done.				
8. How my pay compares with similar jobs in other companies.				
9. How my pay compares with my colleagues in the school.				
10. Opportunities for career advancement.				
B. Work Environment				
On my present job, this is how I feel about...				
11. School policies and practices regarding employees.				
12. The quality of communication and understanding between myself and my immediate supervisor.				
13. The level of cooperation and teamwork between and among my colleagues.				
14. Working conditions, including lighting, ventilation, and safety.				
15. How easily I can build friendships with my co-workers.				
16. The effectiveness of my immediate supervisor's training of subordinates.				
17. The sense of achievement I derive from my job.				
18. How my immediate supervisor addresses employee complaints or grievances.				
19. The overall pleasantness of the working environment.				
20. The level of support and assistance provided by my immediate supervisor when faced with challenging problems.				
C. Job Responsibilities				
On my present job, this is how I feel about...				
21. Opportunities to network with influential individuals.				
22. The ability to engage in activities that align with my moral values.				

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23. Opportunities to perform work that is a great match for my skills, abilities, and competencies.				
24. The opportunity to guide and instruct fellow colleagues on accomplishing tasks.				
25. The chance to explore new and innovative approaches within my role.				
26. Opportunities to utilize and apply my skills effectively.				
27. The opportunity to innovate and devise improved methods for completing tasks.				
28. The opportunity to conduct my work without negatively affecting my co-workers.				
29. The freedom to exercise my own judgment and decision-making.				
30. The chance to fulfill my job responsibilities without feeling like I am deceiving anyone.				
D. Community Attachments/Linkages				
On my present job, this is how I feel about...				
31. The opportunity to hold a meaningful position within the community.				
32. The ability to provide valuable assistance to others.				
33. The opportunity to promote stakeholder participation in all school-related activities.				
34. The chance to establish a significant presence within the community.				
35. The opportunity to engage in community outreach programs such as cleaning initiatives, coastal clean-ups, and tree planting.				
36. The chance to address and assist with community members' concerns.				
37. The school's connections and partnerships with the local community.				
38. How effectively my immediate supervisor handles concerns raised by parents in the community.				
39. The overall friendliness and positive atmosphere of the school community towards external stakeholders.				
40. The social standing within the community associated with the job.				

Elementary School Head's Leadership Styles Influencing Teachers' Job Satisfaction in Selected Public Schools in Paranaque

Appendix B

RELIABILITY TEST

Reliability

[DataSet1]

Scale: Leadership Style

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.978	.982	21

Item Statistics

	Mean	Std. Deviation	N
authoritative1	3.7667	.62606	30
authoritative2	3.8333	.46113	30
authoritative3	3.8333	.46113	30
authoritative4	3.4000	.85501	30
Authoritative	3.7083	.45996	30
democratic1	3.8667	.43417	30
democratic2	3.7667	.62606	30
democratic3	3.7333	.52083	30
democratic4	3.7333	.52083	30
Democratic	3.7750	.47046	30
facilitative1	3.7667	.50401	30
facilitative2	3.7000	.53498	30
facilitative3	3.7667	.62606	30
facilitative4	3.8333	.53067	30
Facilitative	3.7667	.46855	30
situational1	3.8000	.48423	30
situational2	3.7000	.65126	30
situational3	3.7000	.65126	30
situational4	3.7333	.69149	30
Situational	3.7333	.54903	30
LEADERSHIP STYLE	3.7470	.46784	30

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.746	3.400	3.867	.467	1.137	.009	21

Elementary School Head’s Leadership Styles Influencing Teachers’ Job Satisfaction in Selected Public Schools in Paranaque

RELIABILITY

```

/VARIABLES=security1 security2 security3 security4 security5 security6 secur
ity7 security8 security9 security10 securityave work1 work2 work3 work4 work5
work6 work7 work8 work9 work10 workave job1 job2 job3 job4 job5 job6 job7 job8
job9 job10 jobave
community1 community2 community3 community4 community5 community6 community7 c
ommunity8 community9 community10 communityave SATISFACTION
/SCALE('Satisfaction') ALL
/MODEL=ALPHA
/STATISTICS=DESCRIPTIVE
/SUMMARY=MEANS.

```

Reliability

[DataSet1]

Scale: Satisfaction

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.977	.979	45

Elementary School Head's Leadership Styles Influencing Teachers' Job Satisfaction in Selected Public Schools in Paranaque

Item Statistics

	Mean	Std. Deviation	N
security1	3.2333	.81720	30
security2	3.5000	.73108	30
security3	3.3333	.84418	30
security4	3.0333	.76489	30
security5	3.5333	.73030	30
security6	3.5333	.62881	30
security7	3.5667	.56832	30
security8	3.2000	.76112	30
security9	3.2000	.76112	30
security10	3.5333	.73030	30
Security	3.3667	.62661	30
work1	3.7667	.43018	30
work2	3.7000	.46609	30
work3	3.7333	.44978	30
work4	3.7667	.50401	30
work5	3.7667	.43018	30
work6	3.7667	.43018	30
work7	3.7667	.50401	30
work8	3.6000	.56324	30
work9	3.8333	.37905	30
work10	3.7000	.46609	30
Work Environment	3.7400	.35096	30
job1	3.6333	.49013	30
job2	3.8000	.40684	30
job3	3.6667	.54667	30
job4	3.6667	.47946	30
job5	3.6667	.54667	30
job6	3.5667	.56832	30
job7	3.6667	.47946	30
job8	3.7667	.50401	30
job9	3.6667	.54667	30
job10	3.7333	.52083	30
Job Reponsibilities	3.6833	.40521	30
community1	3.5667	.62606	30
community2	3.6667	.54667	30
community3	3.6667	.47946	30
community4	3.5667	.56832	30
community5	3.6667	.47946	30
community6	3.6333	.55605	30
community7	3.7000	.53498	30
community8	3.7333	.44978	30
community9	3.7000	.53498	30
community10	3.7333	.44978	30

Elementary School Head's Leadership Styles Influencing Teachers' Job Satisfaction in Selected Public Schools in Paranaque

Appendix C SAMPLE STATIS

Item Statistics

	Mean	Std. Deviation	N
community5	3.6667	.47946	30
community6	3.6333	.56605	30
community7	3.7000	.53498	30
community8	3.7333	.44978	30
community9	3.7000	.53498	30
community10	3.7333	.44978	30
Community Attachments	3.6633	.41976	30
SATISFACTION	3.6153	.39215	30

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.613	3.033	3.833	.800	1.264	.031	45

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FREQUENCIES VARIABLES=sex age educ position service
/ORDER=ANALYSIS.
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Frequencies

Notes

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[DataSet0]

Statistics

	Sex	Age	Educational Attainment	Position	Length of Service
N	Valid 232	232	232	232	232
	Missing 0	0	0	0	0

Frequency Table

Sex

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	25	10.8	10.8	10.8
Female	207	89.2	89.2	100.0
Total	232	100.0	100.0	

Age

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Less than 25 y/o	3	1.3	1.3	1.3
26-35 y/o	53	22.8	22.8	24.1
36-45 y/o	94	40.5	40.5	64.7
46-55 y/o	51	22.0	22.0	86.6
>55 y/o	31	13.4	13.4	100.0
Total	232	100.0	100.0	

Elementary School Head's Leadership Styles Influencing Teachers' Job Satisfaction in Selected Public Schools in Paranaque

Educational Attainment

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Bachelor's degree	66	28.4	28.4	28.4
w/ Master's units	105	45.3	45.3	73.7
Master's degree	46	19.8	19.8	93.5
w/ Doctoral units	10	4.3	4.3	97.8
Doctoral degree	5	2.2	2.2	100.0
Total	232	100.0	100.0	

Position

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Teache I	81	34.9	34.9	34.9
Teacher II	38	16.4	16.4	51.3
Teacher III	89	38.4	38.4	89.7
Master Teacher I	16	6.9	6.9	96.6
Master Teacher II	8	3.4	3.4	100.0
Total	232	100.0	100.0	

Length of Service

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid <5 years	26	11.2	11.2	11.2
5-10 years	52	22.4	22.4	33.6
11-15 years	56	24.1	24.1	57.8
16-20 years	46	19.8	19.8	77.6
>20 years	52	22.4	22.4	100.0
Total	232	100.0	100.0	

```
DESCRIPTIVES VARIABLES=authoritative1 authoritative2 authoritative3 authoritativ
ive4 authoritativeave democratic1 democratic2 democratic3 democratic4 democrat
icave facilitative1 facilitative2 facilitative3 facilitative4 facilitativeave
situational1
situational2 situational3 situational4 situationalave LEADERSHIP
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Descriptives

Elementary School Head’s Leadership Styles Influencing Teachers’ Job Satisfaction in Selected Public Schools in Paranaque

Notes

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	Cases Used	All non-missing data are used.
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[DataSet0]

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
authoritative1	232	1.00	4.00	3.8319	.46730
authoritative2	232	2.00	4.00	3.8707	.34890
authoritative3	232	2.00	4.00	3.8448	.37459
authoritative4	232	1.00	4.00	3.6897	.55695
Authoritative	232	1.75	4.00	3.8093	.34580
democratic1	232	2.00	4.00	3.7888	.44939
democratic2	232	1.00	4.00	3.8448	.40779
democratic3	232	2.00	4.00	3.8017	.44078
democratic4	232	2.00	4.00	3.7974	.44371
Democratic	232	1.75	4.00	3.8082	.38415
facilitative1	232	2.00	4.00	3.7759	.44791
facilitative2	232	2.00	4.00	3.7672	.45313
facilitative3	232	1.00	4.00	3.7802	.47349
facilitative4	232	2.00	4.00	3.8017	.43084
Facilitative	232	1.75	4.00	3.7812	.37917
situational1	232	2.00	4.00	3.8103	.42465
situational2	232	1.00	4.00	3.7888	.44939
situational3	232	1.00	4.00	3.8017	.44078
situational4	232	1.00	4.00	3.7629	.49220
Situational	232	1.25	4.00	3.7909	.37788
LEADERSHIP STYLE	232	1.63	4.00	3.7981	.35156
Valid N (listwise)	232				

T-TEST GROUPS=sex(1 2)

Elementary School Head's Leadership Styles Influencing Teachers' Job Satisfaction in Selected Public Schools in Paranaque

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[DataSet0]

Group Statistics

	Sex	N	Mean	Std. Deviation	Std. Error Mean
Authoritative	Male	25	3.8700	.22958	.04592
	Female	207	3.8019	.35700	.02481
Democratic	Male	25	3.8500	.30619	.06124
	Female	207	3.8031	.39284	.02730
Facilitative	Male	25	3.8300	.26732	.05346
	Female	207	3.7754	.39060	.02715
Situational	Male	25	3.8000	.31458	.06292
	Female	207	3.7899	.38547	.02679
LEADERSHIP STYLE	Male	25	3.8388	.26453	.05291
	Female	207	3.7932	.36085	.02508

Elementary School Head’s Leadership Styles Influencing Teachers’ Job Satisfaction in Selected Public Schools in Paranaque

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
Authoritative	Equal variances assumed	2.989	.085	.929	230
	Equal variances not assumed			1.304	39670
Democratic	Equal variances assumed	.825	.365	.575	230
	Equal variances not assumed			.699	34333
Facilitative	Equal variances assumed	2.836	.094	.680	230
	Equal variances not assumed			.911	37681
Situational	Equal variances assumed	.542	.462	.127	230
	Equal variances not assumed			.148	33366
LEADERSHIP STYLE	Equal variances assumed	1.672	.197	.612	230
	Equal variances not assumed			.779	35789

Independent Samples Test

		t-test for Equality of Means		
		Sig. (2-tailed)	Mean Difference	Std. Error Difference
Authoritative	Equal variances assumed	.354	.06807	.07324
	Equal variances not assumed	.200	.06807	.05219
Democratic	Equal variances assumed	.566	.04686	.08146
	Equal variances not assumed	.489	.04686	.06705
Facilitative	Equal variances assumed	.497	.05464	.08038
	Equal variances not assumed	.368	.05464	.05996
Situational	Equal variances assumed	.899	.01014	.08018
	Equal variances not assumed	.883	.01014	.06838
LEADERSHIP STYLE	Equal variances assumed	.541	.04561	.07454
	Equal variances not assumed	.441	.04561	.05855

Elementary School Head's Leadership Styles Influencing Teachers' Job Satisfaction in Selected Public Schools in Paranaque

Descriptives

		N	Mean	Std. Deviation	Std. Error
Authoritative	Less than 25 y/o	3	4.0000	.00000	.00000
	26-35 y/o	53	3.8349	.32501	.04464
	36-45 y/o	94	3.8245	.30855	.03182
	46-55 y/o	51	3.7941	.42926	.06011
	>55 y/o	31	3.7258	.34973	.06281
	Total	232	3.8093	.34580	.02270
Democratic	Less than 25 y/o	3	4.0000	.00000	.00000
	26-35 y/o	53	3.8208	.36155	.04966
	36-45 y/o	94	3.8457	.34217	.03529
	46-55 y/o	51	3.7353	.49349	.06910
	>55 y/o	31	3.7742	.34973	.06281
	Total	232	3.8082	.38415	.02522
Facilitative	Less than 25 y/o	3	3.7500	.43301	.25000
	26-35 y/o	53	3.7877	.37786	.05190
	36-45 y/o	94	3.8218	.33924	.03499
	46-55 y/o	51	3.7451	.44579	.06242
	>55 y/o	31	3.7097	.38241	.06868
	Total	232	3.7813	.37917	.02489
Situational	Less than 25 y/o	3	3.9167	.14434	.08333
	26-35 y/o	53	3.7689	.40385	.05547
	36-45 y/o	94	3.8431	.29554	.03048
	46-55 y/o	51	3.7451	.49115	.06877
	>55 y/o	31	3.7339	.35317	.06343
	Total	232	3.7909	.37788	.02481
LEADERSHIP STYLE	Less than 25 y/o	3	3.9167	.14434	.08333
	26-35 y/o	53	3.8034	.35457	.04870
	36-45 y/o	94	3.8346	.30193	.03114
	46-55 y/o	51	3.7557	.45158	.06323
	>55 y/o	31	3.7368	.31194	.05603
	Total	232	3.7981	.35156	.02308

Elementary School Head’s Leadership Styles Influencing Teachers’ Job Satisfaction in Selected Public Schools in Paranaque

ANOVA

		Sum of Squares	df	Mean Square
Authoritative	Between Groups	.393	4	.098
	Within Groups	27.229	227	.120
	Total	27.623	231	
Democratic	Between Groups	.558	4	.140
	Within Groups	33.531	227	.148
	Total	34.089	231	
Facilitative	Between Groups	.385	4	.096
	Within Groups	32.826	227	.145
	Total	33.211	231	
Situational	Between Groups	.537	4	.134
	Within Groups	32.449	227	.143
	Total	32.986	231	
LEADERSHIP STYLE	Between Groups	.377	4	.094
	Within Groups	28.173	227	.124
	Total	28.550	231	

ANOVA

		F	Sig.
Authoritative	Between Groups	.820	.514
	Within Groups		
	Total		
Democratic	Between Groups	.945	.439
	Within Groups		
	Total		
Facilitative	Between Groups	.666	.616
	Within Groups		
	Total		
Situational	Between Groups	.939	.442
	Within Groups		
	Total		
LEADERSHIP STYLE	Between Groups	.760	.553
	Within Groups		
	Total		

Post Hoc Tests

Elementary School Head's Leadership Styles Influencing Teachers' Job Satisfaction in Selected Public Schools in Paranaque

Notes

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	Cases Used	Statistics for each analysis are based on cases with no missing data for any variable in the analysis.
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[DataSet0]

Descriptives

		N	Mean	Std. Deviation	Std. Error
Authoritative	Bachelor's degree	66	3.8523	.31616	.03892
	w/ Master's units	105	3.8071	.31251	.03050
	Master's degree	46	3.7663	.46667	.06881
	w/ Doctoral units	10	3.7250	.27513	.08700
	Doctoral degree	5	3.8500	.22361	.10000
	Total	232	3.8093	.34580	.02270
Democratic	Bachelor's degree	66	3.8598	.34286	.04220
	w/ Master's units	105	3.8119	.32850	.03206
	Master's degree	46	3.7065	.55853	.08235
	w/ Doctoral units	10	3.8500	.17480	.05528
	Doctoral degree	5	3.9000	.22361	.10000
	Total	232	3.8082	.38415	.02522
Facilitative	Bachelor's degree	66	3.8447	.33902	.04173
	w/ Master's units	105	3.7619	.34735	.03390
	Master's degree	46	3.7065	.51722	.07626
	w/ Doctoral units	10	3.8500	.17480	.05528
	Doctoral degree	5	3.9000	.22361	.10000
	Total	232	3.7813	.37917	.02489
Situational	Bachelor's degree	66	3.8485	.34216	.04212
	w/ Master's units	105	3.7833	.33445	.03264
	Master's degree	46	3.7120	.53221	.07847
	w/ Doctoral units	10	3.8250	.16874	.05336
	Doctoral degree	5	3.8500	.22361	.10000
	Total	232	3.7909	.37788	.02481

Elementary School Head’s Leadership Styles Influencing Teachers’ Job Satisfaction in Selected Public Schools in Paranaque

Notes

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	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.
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[DataSet0]

Descriptive Statistics

	Mean	Std. Deviation	N
Authoritative	3.8093	.34580	232
Democratic	3.8082	.38415	232
Facilitative	3.7813	.37917	232
Situational	3.7909	.37788	232
LEADERSHIP STYLE	3.7981	.35156	232
Security	3.3483	.55518	232
Work Environment	3.6513	.40216	232
Job Responsibilities	3.6185	.42145	232
Community Attachments	3.5983	.43014	232
SATISFACTION	3.5563	.40252	232

Elementary School Head's Leadership Styles Influencing Teachers' Job Satisfaction in Selected Public Schools in Paranaque

Correlations

		Authoritative	Democratic	Facilitative	Situational
Authoritative	Pearson Correlation	1	.835	.780	.853
	Sig. (2-tailed)		.000	.000	.000
	N	232	232	232	232
Democratic	Pearson Correlation	.835	1	.875	.904
	Sig. (2-tailed)	.000		.000	.000
	N	232	232	232	232
Facilitative	Pearson Correlation	.780	.875	1	.905
	Sig. (2-tailed)	.000	.000		.000
	N	232	232	232	232
Situational	Pearson Correlation	.853	.904	.905	1
	Sig. (2-tailed)	.000	.000	.000	
	N	232	232	232	232
LEADERSHIP STYLE	Pearson Correlation	.913	.957	.943	.969
	Sig. (2-tailed)	.000	.000	.000	.000
	N	232	232	232	232
Security	Pearson Correlation	.364	.448	.448	.435
	Sig. (2-tailed)	.000	.000	.000	.000
	N	232	232	232	232
Work Environment	Pearson Correlation	.492	.542	.571	.533
	Sig. (2-tailed)	.000	.000	.000	.000
	N	232	232	232	232
Job Reponsibilities	Pearson Correlation	.419	.493	.489	.469
	Sig. (2-tailed)	.000	.000	.000	.000
	N	232	232	232	232
Community Attachments	Pearson Correlation	.447	.513	.542	.508
	Sig. (2-tailed)	.000	.000	.000	.000
	N	232	232	232	232
SATISFACTION	Pearson Correlation	.477	.556	.570	.541
	Sig. (2-tailed)	.000	.000	.000	.000
	N	232	232	232	232

** . Correlation is significant at the 0.01 level (2-tailed).

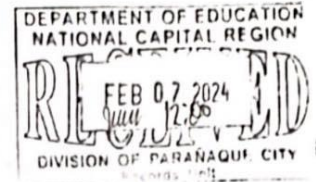
Elementary School Head's Leadership Styles Influencing Teachers' Job Satisfaction in Selected Public Schools in Paranaque

Appendix D

LETTER OF REQUEST TO CONDUCT STUDY

February 6, 2024

NERISSA L. LOSARIA, *CESO V*
Schools Division Superintendent
City Schools Division of Paranaque City



RE: Permission to conduct research

Ma'am:

I am currently enrolled in Doctor of Philosophy in Educational Management Major in Educational Leadership at Emilio Aguinaldo College, and on the process of carrying out my dissertation.

For this reason, may I ask for your permission to allow me to conduct a survey among the teachers of F. Serrano Sr. Elementary School, San Agustin Elementary School and Sun Valley Elementary School. This is to gather data for my Dissertation entitled **ELEMENTARY SCHOOL HEAD'S LEADERSHIP STYLES INFLUENCING TEACHERS' JOB SATISFACTION IN SELECTED PUBLIC SCHOOLS IN PARANAQUE.**

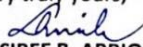
The survey will only last for about 5 to 10 minutes through Google Form which link is to be sent through messenger.

Rest assured that the data gathered will remain confidential and for academic purposes only.


Attached herewith is the printed (hard copy) survey questionnaire for your reference.

I hope that this request will merit your favorable approval.

Thank you very much and more power.

Very truly yours,

DESIREE B. ARRIOLA
Researcher

Noted:


NELITA F. BELENA, Ph.D
Adviser

Elementary School Head's Leadership Styles Influencing Teachers' Job Satisfaction in Selected Public Schools in Paranaque

Appendix E

1ST INDORSEMENT LETTER



Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION
SCHOOLS DIVISION OF PARANAQUE CITY

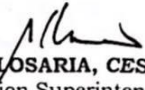
Office of the Schools Division
Superintendent

1st Indorsement
February 12, 2024

Respectfully returned to **Desiree B. Arriola**, researcher, Emilio Aguinaldo College, Manila, interposing no objection to administer survey questionnaire to teachers of selected public elementary schools in this Division, relative to her research **Elementary Schoolheads' Leadership Styles Influencing Teachers' Job Satisfaction in Selected Public Schools in Paranaque**, provided that:

- a) the researcher shall communicate and coordinate directly to the schoolheads;
- b) no government supplies or equipment shall be utilized; and
- c) provide this Office soft copy of the abstract and findings of the research following the file name: *SURNAME-FIRST NAME_RESEARCH TITLE_SCHOOL* at this link <https://tinyurl.com/yтуh5dfr> for future reference

Moreover, ethical considerations related to the conduct of this research shall be strictly observed by all persons involved in this study as stipulated in DepEd Order No. 16, s. 2017, Research Management Guidelines and RA No. 10173, Data Privacy Act of 2012.


NERISSA L. LOSARIA, CESO V
Schools Division Superintendent

Copy Furnished:

- *F. Serrano, Sr. Elementary School*
- *San Agustin Elementary School*
- *Sun Valley Elementary School*

TFM/eed
SGOD_2024-02-0074
February 12, 2024



Address: V. Medina St. San Dionisio Paranaque City
Telephone Number: 02 88202704/02 88299192/02 86379233
Website: www.depedparanaquecity.com
Email Address: deped.paranaque@deped.gov.ph



Elementary School Head's Leadership Styles Influencing Teachers' Job Satisfaction in Selected Public Schools in Paranaque

Appendix F

LETTER OF REQUEST FOR CONTENT VALIDATION OF THE RESEARCH INSTRUMENT

January 25, 2024

DR. RODRIGO C. MORALES
Education Program Supervisor
SDO Parañaque
Parañaque City, Metro Manila

Sir:

Greetings!

I am a student at Emilio Aguinaldo College Manila taking up Doctor of Philosophy in Educational Management Major in Educational Leadership. Presently, I am conducting a research study entitled "Elementary School Head's Leadership Styles Influencing Teachers' Job Satisfaction in Selected Public Schools in Parañaque" in partial fulfillment of the requirements for my Doctorate Degree.

The purpose of my study is to investigate the relationship between school head leadership styles and teachers' job satisfaction in selected public schools in Parañaque. By examining this relationship, researcher aims to shed light on how different leadership styles practiced by school heads influence the well-being and job satisfaction of teachers within their schools.

In view of this, may I respectfully seek your professional expertise to validate the questionnaire that I made for this study, specifically, for Part III which pertains to the job satisfaction of the teacher respondents.

Attached herewith is a copy of the questionnaire for your reference.

I am looking forward to your positive response regarding this request. Thank you in advance and God bless.

Sincerely yours,



DESIREE B. ARRIOLA
Researcher

Noted:



NELITA F. BELENA, PhD
Adviser

Elementary School Head's Leadership Styles Influencing Teachers' Job Satisfaction in Selected Public Schools in Parañaque

January 25, 2024

DR. MINEILWIN R. SERDAÑA
Public Schools District Supervisor
SDO Parañaque
Parañaque City, Metro Manila

Madam:

Greetings!

I am a student at Emilio Aguinaldo College Manila taking up Doctor of Philosophy in Educational Management Major in Educational Leadership. Presently, I am conducting a research study entitled "Elementary School Head's Leadership Styles Influencing Teachers' Job Satisfaction in Selected Public Schools in Parañaque" in partial fulfillment of the requirements for my Doctorate Degree.

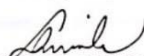
The purpose of my study is to investigate the relationship between school head leadership styles and teachers' job satisfaction in selected public schools in Parañaque. By examining this relationship, researcher aims to shed light on how different leadership styles practiced by school heads influence the well-being and job satisfaction of teachers within their schools.

In view of this, may I respectfully seek your professional expertise to validate the questionnaire that I made for this study, specifically, for Part III which pertains to the job satisfaction of the teacher respondents.

Attached herewith is a copy of the questionnaire for your reference.

I am looking forward for your positive response regarding this request. Thank you in advance and God bless.

Sincerely yours,


DESIREE B. ARRIOLA
Researcher

Noted:


NELITA F. BELENA, PhD
Adviser

Elementary School Head's Leadership Styles Influencing Teachers' Job Satisfaction in Selected Public Schools in Parañaque

January 25, 2024

ANTONIO B. DORADO
Principal IV
F. Serrano Sr. Elementary School
SDO Parañaque
Parañaque City, Metro Manila

Sir:

Greetings!

I am a student at Emilio Aguinaldo College Manila taking up Doctor of Philosophy in Educational Management Major in Educational Leadership. Presently, I am conducting a research study entitled "Elementary School Head's Leadership Styles Influencing Teachers' Job Satisfaction in Selected Public Schools in Parañaque" in partial fulfillment of the requirements for my Doctorate Degree.


The purpose of my study is to investigate the relationship between school head leadership styles and teachers' job satisfaction in selected public schools in Parañaque. By examining this relationship, researcher aims to shed light on how different leadership styles practiced by school heads influence the well-being and job satisfaction of teachers within their schools.

In view of this, may I respectfully seek your professional expertise to validate the questionnaire that I made for this study, specifically, for Part III which pertains to the job satisfaction of the teacher respondents.

Attached herewith is a copy of the questionnaire for your reference.

I am looking forward for your positive response regarding this request. Thank you in advance and God bless.

Sincerely yours,


DESIREE B. ARRIOLA
Researcher

Noted:


NELITA F. BELENA, PhD
Adviser

Elementary School Head's Leadership Styles Influencing Teachers' Job Satisfaction in Selected Public Schools in Paranaque

Appendix G

VALIDATION SHEET FOR CONTENT VALIDITY OF THE RESEARCH INSTRUMENT

VALIDATION SHEET IN ESTABLISHING THE CONTENT VALIDITY OF THE RESEARCH INSTRUMENT

RESEARCHER : DESIREE B. ARRIOLA
 Degree : Doctor of Philosophy In Educational Management Major in Educational Leadership
 University : Emilio Aguinaldo College Manila
 Position : Principal I, Don Bosco Elementary School
 Research Title : Elementary School Head's Leadership Styles Influencing Teachers' Job Satisfaction


Direction: Please read the attached Questionnaire Checklist including all the directions and items. Then read each indicator statement in the Evaluation Sheet and rate each item by marking a check mark (✓) on the appropriate column, use the rating scale below.

4.20-5.00	5	Highly Valid (HV)	No flaws observed. There is nothing more that could be added to improved it.
3.40-4.19	4	Valid (V)	Very little flaws are observed. Minor rewording of few items needed
2.60-3.39	3	Moderately Valid (MV)	Some flaws are observed. The overall usefulness is diminished only slightly.
1.80-2.59	2	Fairly Valid (FV)	Several flaws are observed. Overall usefulness is greatly diminished
1.00-1.79	1	Not Valid (NV)	Major revision is needed to make it useful

STATEMENTS	5	4	3	2	1
1. All the directions in the instrument are clear.	/				
2. Each of the items/statements is clearly stated	/				
3. Each of the items/statements is readable.	/				
4. The instrument is comprehensive. e.g. It covers all areas are important to the study	/				
5. The items/statements in each concept correspond to the subject matter	/				
6. The items/statements in each concept are consistent to reality	/				
7. The items/statements in each concept show a reasonable range of variation	/				
6. The items/statements in each concept are consistent to reality	/				
8. The items are fomulated in accordance to the explicit/omplicit objectives of the study	/				
9. The items are systematically arranged according to the edesirable sequence	/				
10. The items do not overlap with each other and no duplication is observed.	/				

Comments and Suggestions:

Revisions have been followed


 DR. RODRIGO C. MORALES
 Signature Over Printed Name of Evaluator
 Date: 2-7-24

Elementary School Head's Leadership Styles Influencing Teachers' Job Satisfaction in Selected Public Schools in Paranaque

VALIDATION SHEET IN ESTABLISHING THE CONTENT VALIDITY OF THE RESEARCH INSTRUMENT

RESEARCHER : DESIREE B. ARRIOLA
 Degree : Doctor of Philosophy in Educational Management Major in Educational Leadership
 University : Emilio Aguinaldo College Manila
 Position : Principal I, Don Bosco Elementary School
 Research Title : Elementary School Head's Leadership Styles Influencing Teachers' Job Satisfaction

Direction: Please read the attached Questionnaire Checklist including all the directions and items. Then read each indicator statement in the Evaluation Sheet and rate each item by marking a check mark (✓) on the appropriate column, use the rating scale below.

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1.00-1.79	1	Not Valid (NV)	Major revision is needed to make it useful

STATEMENTS	5	4	3	2	1
1. All the directions in the instrument are clear.	✓				
2. Each of the items/statement is clearly stated	✓				
3. Each of the items/statements is readable.	✓				
4. The instrument is comprehensive. E.g. It covers all areas are important to the study	✓				
5. The items/statements in each concept correspond to the subject matter	✓				
6. The items/statment in each concept are consistent to reality	✓				
7. The items/statment in each concept show a reasonable range of variation	✓				
6. The items/statment in each concept are consistent to reality	✓				
8. The items are fomulated in accordance to the explicit/omplicit objectives of the study	✓				
9. The items are systematically arranged according to the edesirable sequence	✓				
10. The items do not overlap with each other and no duplication is observed.	✓				

Comments and Suggestions:

Suggestions for revision were applied.

Mineilwin R. Serdana
 DR. MINEILWIN R. SERDANA

Signature Over Printed Name of Evaluator

Date: January 26, 2024

Elementary School Head's Leadership Styles Influencing Teachers' Job Satisfaction in Selected Public Schools in Paranaque

VALIDATION SHEET IN ESTABLISHING THE CONTENT VALIDITY OF THE RESEARCH INSTRUMENT

RESEARCHER : DESIREE B. ARRIOLA
 Degree : Doctor of Philosophy in Educational Management Major in Educational Leadership
 University : Emilio Aguinaldo College Manila
 Position : Principal I, Don Bosco Elementary School
 Research Title : Elementary School Head's Leadership Styles Influencing Teachers' Job Satisfaction

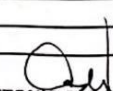
Direction: Please read the attached Questionnaire Checklist including all the directions and items. Then read each indicator statement in the Evaluation Sheet and rate each item by marking a check mark (✓) on the appropriate column, use the rating scale below.

4.20-5.00	5	Highly Valid (HV)	No flaws observed. There is nothing more that could be added to improved it.
3.40-4.19	4	Valid (V)	Very little flaws are observed. Minor rewording of few items needed
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1.00-1.79	1	Not Valid (NV)	Major revision is needed to make it useful

STATEMENTS	5	4	3	2	1
1. All the directions in the instrument are clear.	✓				
2. Each of the items/statement is clearly stated	✓				
3. Each of the items/statements is readable.	✓				
4. The instrument is comprehensive. E.g. It covers all areas are important to the study	✓				
5. The items/statements in each concept correspond to the subject matter	✓				
6. The items/statment in each concept are consistent to reality	✓				
7. The items/statment in each concept show a reasonable range of variation	✓				
6. The items/statment in each concept are consistent to reality	✓				
8. The items are fomulated in accordance to the explicit/omplicit objectives of the study	✓				
9. The items are systematically arranged according to the edesirable sequence	✓				
10. The items do not overlap with each other and no duplication is observed.	✓				

Comments and Suggestions:

Suggestions were followed.


 ANTONIO B. DORADO, PhD.

Signature Over Printed Name of Evaluator

Date: *January 25, 2024*

Appendix H

**VALIDATION CERTIFICATION FOR CONTENT VALIDITY
OF THE RESEARCH INSTRUMENT**

VALIDATION CERTIFICATION

This is to certify that the research instrument of **DESIREE B. ARRIOLA** utilized in her dissertation entitled **ELEMENTARY SCHOOL HEAD'S LEADERSHIP STYLES INFLUENCING TEACHERS' JOB SATISFACTION IN SELECTED PUBLIC SCHOOLS IN PARANAQUE** underwent validation and examination by the undersigned. I can attest that the questionnaire is ready to be used and substantially appropriate.

Validated by:  **DR. RODRIGO C. MORALES**
Education Program Supervisor

VALIDATION CERTIFICATION

This is to certify that the research instrument of **DESIREE B. ARRIOLA** utilized in her dissertation entitled **ELEMENTARY SCHOOL HEAD'S LEADERSHIP STYLES INFLUENCING TEACHERS' JOB SATISFACTION IN SELECTED PUBLIC SCHOOLS IN PARANAQUE** underwent validation and examination by the undersigned. I can attest that the questionnaire is ready to be used and substantially appropriate.

Validated by: 
DR. MINEILWIN R. SERDAÑA
Public Schools District Supervisor

VALIDATION CERTIFICATION

This is to certify that the research instrument of **DESIREE B. ARRIOLA** utilized in her dissertation entitled **ELEMENTARY SCHOOL HEAD'S LEADERSHIP STYLES INFLUENCING TEACHERS' JOB SATISFACTION IN SELECTED PUBLIC SCHOOLS IN PARANAQUE** underwent validation and examination by the undersigned. I can attest that the questionnaire is ready to be used and substantially appropriate.

Validated by: 
DR. ANTONIO B. DORADO
Principal IV



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