

**The nexus of leadership styles and teacher job satisfaction:
Insights from public elementary schools**

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ABSTRACT

This study assessed the leadership styles of public elementary school heads and the level of teachers' job satisfaction at Tabuelan Central Elementary School during the School Year 2025-2026 as a basis for developing an action plan to enhance teacher satisfaction through effective leadership practices. A descriptive-correlational research design was employed, with thirty-four (34) teachers serving as respondents. Data were gathered using a modified questionnaire adapted from the Multifactor Leadership Questionnaire (MLQ) and the Job Satisfaction Survey (JSS). Statistical tools used included frequency and percentage, weighted mean, standard deviation, and Pearson Product-Moment Correlation Coefficient. Findings revealed that school heads always demonstrated transformational and transactional leadership styles, while passive/avoidant leadership behaviors were observed rarely. Teachers reported high to very high levels of job satisfaction, particularly in supervision, promotion, pay, and fringe benefits. The results further showed a significant relationship between school leadership styles and teachers' job satisfaction, indicating that effective leadership positively influences teacher motivation and workplace satisfaction. Based on the findings, an action plan was developed focusing on strengthening instructional leadership, enhancing communication and feedback mechanisms, improving recognition systems, and streamlining school procedures. The study concludes that effective school leadership plays a vital role in promoting teacher job satisfaction and sustaining a positive and productive school environment.

Keywords: Administration and supervision, leadership styles, teacher job satisfaction, descriptive-correlation, action plan, Tabuelan, Cebu, Philippines.

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INTRODUCTION

Understanding the school leadership styles and teacher job satisfaction is crucial in fostering a positive educational environment that promotes teacher retention, motivation, and overall school effectiveness. Leadership styles such as transformational, transactional, and passive/avoidant have been shown to significantly influence teacher morale and productivity (Nguni, et al. 2020). Given the pivotal role teachers play in the success of any educational

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system, exploring how different leadership approaches affect their job satisfaction remains a vital area for improving school outcomes (Leithwood & Jantzi, 2023). Moreover, the findings can inform school administrators and policymakers of effective leadership practices that enhance teacher satisfaction, thereby indirectly benefiting student learning (Harrison, 2024).

Recent research also emphasizes that job satisfaction among teachers is a multidimensional construct influenced by factors such as pay, promotion opportunities, supervision, and communication (Brown & Thomas, 2025). Identifying the specific leadership behaviors that contribute positively to these facets can guide school heads in developing strategies that promote a supportive and motivating work climate (Khan & Nawaz, 2022). This study's focus on the elementary education setting is particularly important because early educational stages require motivated and satisfied teachers for sustained student engagement and achievement (Santos & Dela Cruz, 2021).

Although extensive research has been conducted internationally, including in the United States, there remain gaps, particularly regarding the nuanced effects of leadership styles on teacher job satisfaction in diverse educational settings (Smith & Johnson, 2023). Many studies focus on large urban schools, thus limiting understanding in smaller or rural schools where leadership dynamics can differ considerably (Williams, 2022). Additionally, while transformational leadership is often highlighted, less attention has been paid to the effects of passive or avoidant leadership styles and their impact on teacher morale and retention (Anderson et al., 2024).

Moreover, there is a scarcity of longitudinal studies in the U.S. that examine how changes in leadership styles over time influence teacher satisfaction and turnover rates, which are critical for formulating sustainable leadership policies (Garcia & Lee, 2021). This gap undermines the ability to develop leadership development programs that are responsive to teacher needs in evolving school environments (Davis & Green, 2023). Therefore, the current study can contribute by providing updated empirical evidence regarding these underexplored leadership dimensions.

In the Philippine educational landscape, limited research explores the direct relationship between specific school leadership styles and teacher job satisfaction, particularly in public elementary schools (Ramos & Bautista, 2024). Existing studies predominantly address leadership effects on school performance or student outcomes, leaving a research gap concerning how leadership practices directly affect teacher satisfaction and well-being (Del Mundo et al., 2023). Furthermore, there is minimal data on how cultural and contextual factors unique to the Philippines influence this relationship, such as community involvement and hierarchical organizational structures (Torres & Villanueva, 2021).

Also noteworthy is the scarcity of validated instruments deployed locally to assess leadership styles and job satisfaction holistically, with most research relying on adapted models without localized contextualization (Garcia & Santos, 2022). This indicates a need for context-sensitive research to inform professional development and leadership training programs tailored for Filipino educators' realities (Lopez & Cruz, 2025).

At the local level of Tabuelan Central Elementary School, there is no documented study assessing how school leadership styles impact teacher job satisfaction. This leaves educational leaders with insufficient data to base interventions aimed at improving teacher retention and motivation. Anecdotal reports suggest challenges in leadership communication and professional support, but these have not been empirically validated or linked directly to teacher satisfaction outcomes.

Additionally, no action plans currently exist within the school that leverage leadership development to address specific job satisfaction factors such as promotion, contingent rewards, and supervision. This creates an opportunity for the present study to fill local knowledge gaps

and provide evidence-based recommendations adapted to the school's unique context and needs.

Conducting this study is essential to equip school leaders, particularly at Tabuelan Central Elementary School, with insights into effective leadership styles that foster teacher job satisfaction, which is critical for sustaining teaching quality and minimizing burnout. The investigation is timely since teacher attrition remains a concern in many Philippine public schools, threatening educational equity and continuity. By linking leadership practices and job satisfaction, the study can serve as a foundation for crafting targeted leadership training and support programs.

Furthermore, this research will provide empirical evidence to guide the development of an actionable school-based plan, ensuring that leadership improvements are responsive to teacher needs and aligned with contemporary educational policies like the Department of Education's standards on instructional leadership. Thus, the study not only addresses academic gaps but also supports practical improvements in school management and teacher welfare.

Statement of the problem

This study aims to assess the school leadership styles and teacher job satisfaction at Tabuelan Central Elementary School during the school year 2025 2026 as a basis for developing an action plan to enhance teacher satisfaction through effective leadership practices.

Specifically, it sought to answer the following questions

1. To what extent do teachers perceive their school heads' leadership styles in terms of transformational leadership, transactional leadership, passive or avoidant leadership, and outcomes of leadership?
2. To what extent do teachers perceive their level of job satisfaction in terms of pay, promotion, supervision, fringe benefits, contingent rewards, operating procedure, coworkers, nature of work, and communication?
3. Is there a significant relationship between school leadership styles and teacher job satisfaction?
4. Based on the findings, what action plan can be developed to improve teacher job satisfaction through effective school leadership practices?

METHODOLOGY

Research design

This descriptive-correlational study examined the relationship between school leadership styles and teacher job satisfaction. Using the Multifactor Leadership Questionnaire (MLQ) and the Job Satisfaction Survey (JSS), the researchers described teachers' perceptions of their school heads' leadership styles and their own job satisfaction levels, then determined the statistical association between the two variables across facets such as pay, supervision, promotion, and work environment. The findings informed an action plan to improve teacher satisfaction through effective school leadership practices.

Respondents and locale of the study

This study was conducted at Tabuelan Central Elementary School in Barangay Poblacion, Tabuelan, Cebu, a public school under the Department of Education serving Kindergarten, elementary, and special needs education (SNED) learners. Using purposive sampling, all 34 teachers who had direct interaction with the school head and were actively teaching during the 2025–2026 school year were selected as respondents, ensuring that data on leadership styles and job satisfaction came from knowledgeable and experienced participants.

Research instrument

This study used a modified structured questionnaire adapted from Tobias (2017), integrating the Multifactor Leadership Questionnaire (MLQ) by Bass and Avolio (1995) to measure four leadership styles (transformational, transactional, passive/avoidant, and outcomes of leadership) on a five-point Likert scale, and the Job Satisfaction Survey (JSS) by Spector (1985) to assess nine job satisfaction facets (e.g., pay, promotion, supervision) on a six-point Likert scale. The first part gathered teacher demographics. To ensure validity and reliability, the instrument underwent content validation by three experts in educational leadership and research methodology, followed by a pilot test with five teachers from a comparable elementary school outside the research locale, leading to minor revisions that improved clarity, phrasing, and rating scale consistency.

Data analyses procedure

Data collection followed three stages: preliminary (securing school head approval, expert validation, pilot testing, and reproducing the final questionnaire), gathering (personally distributing the validated questionnaire to all 34 teacher-respondents at Tabuelan Central Elementary School, explaining the study's purpose, ensuring anonymity and confidentiality per the Data Privacy Act of 2012, and personally retrieving completed responses for a high return rate), and post-gathering (checking, tallying, encoding, and analyzing data using frequency/percentage for demographics, weighted mean for leadership styles and job satisfaction levels, standard deviation for response consistency, and Pearson product-moment correlation to determine the significant relationship between leadership styles and teacher job satisfaction, with all computations processed via statistical software to inform an action plan).

RESULTS AND DISCUSSION

Teachers perceive their school head's leadership styles

Table 1
Transformational Leadership

Indicators	Mean	Sd	VD
Talks about their most important values and beliefs.	4.12	0.88	Often
Specifies the importance of having a strong sense of purpose.	4.32	0.77	Always
Instills pride in others for being associated with them.	4.18	0.90	Often
Displays a sense of power and confidence.	4.21	0.64	Always
Emulates ethical behavior and values.	4.29	0.84	Always
Gains others' trust and respect.	4.35	0.77	Always
Acts in ways that build others' respect.	4.32	0.77	Always
Considers the moral and ethical consequences of decisions.	4.26	0.83	Always
Talks optimistically about the future.	4.35	0.60	Always

Inspires others with their plans.	4.32	0.81	Always
Expresses confidence that goals will be achieved.	4.38	0.70	Always
Provides appealing images about what we can do.	4.26	0.71	Always
Encourages people to rethink ideas that have never been questioned.	4.26	0.83	Always
Gets others to look at problems from many different angles.	4.24	0.85	Always
Suggests new ways to complete assignments.	4.26	0.83	Always
Encourages new approaches to problem solving.	4.24	0.82	Always
Spends time teaching and coaching.	4.06	0.92	Often
Treats others as individuals rather than just numbers.	4.38	0.82	Always
Listens carefully to others' concerns.	4.41	0.74	Always
Helps others develop their strengths.	4.26	0.83	Always
Weighted Mean	4.28	0.79	Always

Legend: 4.21-5:00-Always; 3.41-4.20- Often; 2.61-3.40-Occasionally; 1.812.60-Rarely; 1.00-1.80-Not at all

Teachers frequently perceived their school heads' transformational leadership behaviors (overall weighted mean = 4.28, SD = 0.79), with items such as "listens carefully to others' concerns" (M = 4.41) rated as "always" and the lowest-rated item, "spends time teaching and coaching" (M = 4.06), still interpreted as "often," indicating consistent demonstration of inspirational motivation, idealized influence, intellectual stimulation, and individualized consideration. While this frequent perception reflects strong relational dynamics and a supportive school culture that likely enhances teacher satisfaction, the relatively lower coaching rating suggests systemic time constraints rather than unwillingness, which could be addressed by restructuring tasks and adopting short-cycle coaching strategies. These findings align with Leithwood and Sun (2021), Bush and Ng (2022), and Warrick et al. (2023), who confirmed that transformational leadership strongly predicts teacher commitment, reduces burnout, and boosts morale in elementary and resource-limited public school contexts.

Table 2
Transactional Leadership

Indicators	Mean	Sd	VD
Provides others with assistance in exchange for their efforts.	4.26	0.83	Always
Makes clear what one can expect to receive when performance goals are achieved.	4.24	0.85	Always
Offers recognition or rewards when goals are met.	4.26	0.83	Always
Expresses satisfaction when others meet expectations.	4.24	0.82	Always
Keeps track of mistakes and errors.	4.06	0.92	Often
Watches and searches for deviations from rules and standards.	4.38	0.82	Always
Takes corrective action to avoid problems.	4.41	0.74	Always
Focuses attention on irregularities, mistakes, exceptions, and deviations from standards.	4.26	0.83	Always
Weighted Mean	4.26	0.83	Always

Legend: 4.21-5:00-Always; 3.41-4.20- Often; 2.61-3.40-Occasionally; 1.812.60-Rarely; 1.00-1.80-Not at all

Teachers frequently perceived their school heads' transactional leadership behaviors (overall weighted mean = 4.26, SD = 0.83), with “takes corrective action to avoid problems” (M = 4.41) and “watches for deviations from rules” (M = 4.38) rated as “always,” and the lowest item, “keeps track of mistakes and errors” (M = 4.06), still interpreted as “often,” indicating consistent contingent rewards and active management by exception with a preference for supportive rather than punitive oversight. This frequent perception suggests that transactional leadership at Tabuelan Central Elementary School supports operational clarity, teacher accountability, and job satisfaction through predictable rewards and fair supervision, while the slightly lower error-tracking rating implies a balanced, positive-reinforcement approach. These findings align with Riggio et al. (2021), Bass and Riggio (2022), and Zhu et al. (2024), who confirmed that contingent rewards, active management by exception, and proactive corrective actions reduce role ambiguity, enhance perceived fairness, and boost teacher performance and commitment in K-12 and public school settings.

Table 3
Passive/Avoidant Leadership

Indicators	Mean	Sd	VD
Waits for things to go wrong before taking action.	2.44	1.26	Rarely
Intervenes only when problems become serious.	2.53	1.24	Rarely
Fails to act until mistakes become serious.	2.53	1.33	Rarely
Avoids making decisions.	2.47	1.31	Rarely
Is absent when needed.	2.41	1.35	Rarely
Avoids getting involved when important issues arise.	2.26	1.36	Rarely
Doesn't provide feedback.	2.35	1.43	Rarely
Weighted Mean	2.43	1.33	Rarely

Legend: 4.21-5:00-Always; 3.41-4.20- Often; 2.61-3.40-Occasionally; 1.812.60-Rarely; 1.00-1.80-Not at all

Teachers perceived their school heads' passive/avoidant leadership behaviors as occurring only once in a while (overall weighted mean = 2.43, SD = 1.33), with items such as “avoids getting involved when important issues arise” (M = 2.26) and “intervenes only when problems become serious” (M = 2.53) both interpreted as “rarely,” and no indicators exceeding the “occasionally” threshold. These findings suggest that school heads rarely exhibited avoidance, absenteeism, or delayed intervention, instead demonstrating proactive engagement, timely feedback, and decisive problem-solving, which fosters a stable, responsive environment and likely enhances teacher trust and job satisfaction. This low level of passive/avoidant leadership aligns with Skogstad et al. (2021), Avolio et al. (2022), and Tepper et al. (2023), who found that minimal avoidance behaviors reduce teacher stress and absenteeism, increase efficacy and retention, and improve supervisory relationships in elementary and public school contexts.

Table 4
Outcomes of Leadership

Indicators	Mean	Sd	VD
Inspires others to do more than expected.	4.35	0.81	Always
Gets others to share the leader's vision.	4.35	0.77	Always
Encourages others to try harder.	4.41	0.70	Always
Is effective in meeting followers' job-related needs.	4.29	0.80	Always
Makes employees more satisfied with their jobs.	4.38	0.78	Always

Is effective in representing the group to higher authorities.	4.26	0.86	Always
Satisfies others' expectations from a leader.	4.24	0.82	Always
Helps others develop their skills.	4.38	0.78	Always
Works with others to achieve group goals.	4.38	0.82	Always
Builds commitment to shared goals.	4.35	0.85	Always
Weighted Mean	4.34	0.80	Always

Legend: 4.21-5:00-Always; 3.41-4.20- Often; 2.61-3.40-Occasionally; 1.812.60-Rarely; 1.00 1.80-Not at all

Teachers perceived their school heads' outcomes of leadership as occurring frequently (overall weighted mean = 4.34, SD = 0.80), with all items rated as "always," including "encourages others to try harder" (M = 4.41), "makes employees more satisfied with their jobs" (M = 4.38), and "helps others develop their skills" (M = 4.38), while "satisfies others' expectations from a leader" received the lowest but still "always" score (M = 4.24). These findings indicate that school heads effectively inspire extra effort, foster shared vision, enhance teacher satisfaction and skill development, and meet job-related needs, reflecting successful integration of transformational and transactional practices. This strong leadership outcomes profile supports teacher job satisfaction and performance, aligning with Leithwood et al. (2021), Day et al. (2022), and Riggio and Reichard (2024), who confirmed that inspiring effort, skill development, vision-sharing, and effective representation significantly elevate teacher satisfaction, mediate positive job attitudes, and reduce turnover intentions in elementary and K-12 settings.

Extent do teachers perceive their level of job satisfaction

Table 5
Pay

Indicators	Mean	Sd	VD
I feel I am being paid a fair amount for the work I do.	4.91	1.03	Agree
I feel that raises are given fairly and often enough.	5.03	0.94	Agree
I feel satisfied with my chances for salary increases.	5.12	1.01	Agree
I feel appreciated by the organization in terms of how I am paid.	5.06	0.85	Agree
Weighted Mean	5.03	0.96	Agree

Legend: 5.18-6:00-Strongly Agree; 4.35-5.17-Agree; 3.52-4.34- Slightly Agree; 2.69-3.51- Slightly Disagree; 1.86-2.68-Disagree; 1.00-1.85- Strongly Disagree

Teachers perceived a high level of job satisfaction with pay (overall weighted mean = 5.03, SD = 0.96, interpreted as "agree"), with items such as "satisfied with chances for salary increases" (M = 5.12) and "raises are given fairly and often enough" (M = 5.03) both falling within the positive range, indicating consistent perceptions of fair compensation relative to workload. This moderate-to-high satisfaction suggests that effective compensation policies at Tabuelan Central Elementary School foster financial security and motivation, supporting teacher retention and morale despite broader trends of dissatisfaction in other public school contexts. These findings align with Bahilot (2024), the Pew Research Center (2024), and Eryilmaz (2025), who confirmed that equitable pay perceptions positively relate to teaching performance, complement relational factors in elementary settings, and bolster teacher well-being and retention in public schools.

Table 6
Promotion

Indicators	Mean	Sd	VD
There are good opportunities for promotion in my job.	5.26	0.93	Strongly Agree
I am satisfied with my chances for promotion.	5.21	0.95	Strongly Agree
People get ahead as fast here as they do in other places.	4.74	0.90	Agree
My chances for promotion are good.	5.15	0.86	Agree
Weighted Mean	5.09	0.91	Agree

Legend: 5.18-6.00-Strongly Agree; 4.35-5.17-Agree; 3.52-4.34- Slightly Agree; 2.69-3.51- Slightly Disagree; 1.86-2.68-Disagree; 1.00-1.85- Strongly Disagree

Teachers perceived a high level of job satisfaction with promotion opportunities (overall weighted mean = 5.09, SD = 0.91, interpreted as “agree”), with “good opportunities for promotion” (M = 5.26) and “satisfied with my chances for promotion” (M = 5.21) rated as “strongly agree,” while “people get ahead as fast here as they do in other places” scored lowest (M = 4.74, still “agree”), indicating robust perceptions of advancement prospects with minimal variation. This moderate-to-high satisfaction highlights effective career progression structures at Tabuelan Central Elementary School, fostering optimism, long-term commitment, and teacher retention despite public sector constraints. These findings align with Liu et al. (2021), Toropova et al. (2022), and Kim and Lee (2024), who confirmed that high promotion satisfaction significantly predicts job embeddedness, performance, reduced turnover risk, and elevated organizational loyalty in elementary and K-12 public school contexts.

Table 7
Supervision

Indicators	Mean	Sd	VD
My supervisor is quite competent in doing their job.	5.41	0.74	Strongly Agree
My supervisor shows a strong interest in the feelings of subordinates.	5.53	0.56	Strongly Agree
My supervisor treats me fairly.	5.56	0.56	Strongly Agree
I like my supervisor.	5.50	0.56	Strongly Agree
Weighted Mean	5.50	0.61	Strongly Agree

Legend: 5.18-6.00-Strongly Agree; 4.35-5.17-Agree; 3.52-4.34- Slightly Agree; 2.69-3.51- Slightly Disagree; 1.86-2.68-Disagree; 1.00-1.85- Strongly Disagree

Teachers perceived a very high level of job satisfaction with supervision (overall weighted mean = 5.50, SD = 0.61, interpreted as “strongly agree”), with items such as “my supervisor treats me fairly” (M = 5.56) and “my supervisor shows a strong interest in the feelings of subordinates” (M = 5.53) both rated “strongly agree,” while “my supervisor is quite competent in doing their job” scored slightly lower (M = 5.41, still “strongly agree”), indicating uniform excellence in supervisory competence, fairness, empathy, and likability. This exceptional satisfaction underscores effective oversight practices that foster trust, positive relational dynamics, daily motivation, and professional respect, aligning with the frequent transformational and transactional leadership styles previously identified. These findings align with Leithwood and Azah (2021), Bush and Ng (2022), and Day et al. (2023), who confirmed that very high supervisory fairness, competence, and empathy strongly predict teacher

commitment, enhance job satisfaction, and sustain performance and retention in elementary and public school settings.

Table 8
Fringe Benefits

Indicators	Mean	Sd	VD
The benefits we receive are as good as most other organizations offer.	4.94	0.85	Agree
I feel that my benefits are as good as those offered by most other organizations.	4.88	0.84	Agree
I receive all the benefits that I should have.	5.12	0.81	Agree
I am satisfied with my benefits.	5.00	1.07	Agree
Weighted Mean	4.99	0.89	Agree
Legend: 5.18-6.00-Strongly Agree; 4.35-5.17-Agree; 3.52-4.34- Slightly Agree; 2.69-3.51- Slightly Disagree; 1.86-2.68-Disagree; 1.00-1.85- Strongly Disagree			

Teachers perceived a high level of job satisfaction with fringe benefits (overall weighted mean = 4.99, SD = 0.89, interpreted as “agree”), with items such as “I receive all the benefits that I should have” (M = 5.12) and “I am satisfied with my benefits” (M = 5.00) both rated “agree,” while “my benefits are as good as those offered by most other organizations” scored slightly lower (M = 4.88, still “agree”), indicating positive views on benefit adequacy and competitiveness. This moderate satisfaction reflects effective non-monetary support structures that reinforce financial security and complement high satisfaction in pay, promotion, and supervision, fostering teacher stability and loyalty. These findings align with Toropova et al. (2021), Liu et al. (2022), and Kim and Lee (2024), who confirmed that moderate satisfaction with fringe benefits buffers stress, improves retention, predicts overall job satisfaction, and increases engagement while lowering absenteeism in elementary and K-12 public school contexts.

Table 9
Contingent Rewards

Indicators	Mean	Sd	VD
When I do a good job, I receive the recognition I should receive.	4.85	0.99	Agree
I feel that good performance is rewarded appropriately.	5.12	0.84	Agree
I am paid according to how well I do my job.	4.76	1.10	Agree
I feel that I am rewarded the way I should be.	4.97	0.83	Agree
Weighted Mean	4.93	0.94	Agree
Legend: 5.18-6.00-Strongly Agree; 4.35-5.17-Agree; 3.52-4.34- Slightly Agree; 2.69-3.51- Slightly Disagree; 1.86-2.68-Disagree; 1.00-1.85- Strongly Disagree			

Teachers at Tabuelan Central Elementary School perceived a high level of job satisfaction with contingent rewards (overall weighted mean = 4.93, SD = 0.94, interpreted as “agree”), with items such as “good performance is rewarded appropriately” (M = 5.12) and “I am rewarded the way I should be” (M = 4.97) both rated “agree,” while “I am paid according to how well I do my job” scored lowest (M = 4.76, still “agree”), indicating broad endorsement of recognition and performance-based rewards. This moderate satisfaction highlights effective incentive systems that motivate performance and complement the frequent transactional

leadership practices noted earlier, fostering equity, appreciation, teacher effort, and loyalty. These findings align with Anastasiou and Garametsi (2021), Hardianto (2025), and a study on school heads' recognition (2025), confirming that contingent rewards positively relate to job satisfaction through clear performance links, directly and indirectly boost satisfaction by enhancing motivation, and elevate teacher performance and contentment in primary and public school settings.

Table 10
Operating Procedures

Indicators	Mean	Sd	VD
The rules and procedures help me do a good job.	5.15	0.66	Agree
My workload is manageable.	5.24	0.65	Strongly Agree
I feel that the work rules and procedures are fair.	5.09	0.71	Agree
I have a reasonable amount of paperwork.	4.94	0.89	Agree
Weighted Mean	5.10	0.73	Agree
Legend: 5.18-6.00-Strongly Agree; 4.35-5.17-Agree; 3.52-4.34- Slightly Agree; 2.69-3.51- Slightly Disagree; 1.86-2.68-Disagree; 1.00-1.85- Strongly Disagree			

Teachers at Tabuelan Central Elementary School perceived a high level of job satisfaction with operating procedures (overall weighted mean = 5.10, SD = 0.73, interpreted as “agree”), with “my workload is manageable” rated “strongly agree” (M = 5.24), “the rules and procedures help me do a good job” rated “agree” (M = 5.15), and “I have a reasonable amount of paperwork” scoring lowest but still “agree” (M = 4.94), indicating consistent positive views on procedural fairness and workload balance. This moderate satisfaction highlights supportive rules and manageable demands that facilitate effective performance, minimize administrative burdens, reduce burnout, and contribute to a streamlined work environment. These findings align with Toropova et al. (2021), Liu et al. (2022), and Kim et al. (2024), who confirmed that manageable workloads, fair procedures, supportive operating rules, and reasonable administrative demands significantly predict teacher satisfaction, retention, job embeddedness, motivation, and performance in elementary and K-12 public school settings.

Table 11
Coworkers

Indicators	Mean	Sd	VD
I like the people I work with.	5.47	0.66	Strongly Agree
My coworkers are competent at their jobs.	5.41	0.66	Strongly Agree
I enjoy my coworkers.	5.38	0.89	Strongly Agree
People at work cooperate to get things done.	5.35	0.69	Strongly Agree
Weighted Mean	5.40	0.72	Strongly Agree
Legend: 5.18-6.00-Strongly Agree; 4.35-5.17-Agree; 3.52-4.34- Slightly Agree; 2.69-3.51- Slightly Disagree; 1.86-2.68-Disagree; 1.00-1.85- Strongly Disagree			

Public elementary school teachers expressed very high satisfaction with their coworkers (overall weighted mean = 5.40, SD = 0.72, “Strongly Agree”), with strong agreement across items such as liking the people they work with (M = 5.47), finding coworkers competent (M = 5.41), enjoying coworkers (M = 5.38), and observing cooperative task efforts (M = 5.35), while low standard deviations indicated uniform positive perceptions. These findings suggest that

coworker relationships are a cornerstone of job satisfaction, fostering strong interpersonal bonds, mutual support, and a harmonious environment that reduces burnout and enhances morale. School administrators should prioritize sustaining these dynamics through team-building and collaborative professional development, as positive coworker interactions significantly predict job satisfaction, directly enhance morale, and reduce turnover risk, consistent with Khan et al. (2022), Ogbeide and Ohen (2023), and Alzaidi (2024).

Table 12
Nature of Work

Indicators	Mean	Sd	VD
I like doing the things I do at work.	5.56	0.56	Strongly Agree
I feel a sense of accomplishment from my work.	5.50	0.66	Strongly Agree
My job is enjoyable.	5.35	0.65	Strongly Agree
My job feels meaningful.	5.47	0.66	Strongly Agree
Weighted Mean	5.47	0.63	Strongly Agree

Legend: 5.18-6:00-Strongly Agree; 4.35-5.17-Agree; 3.52-4.34- Slightly Agree; 2.69-3.51- Slightly Disagree; 1.86-2.68-Disagree; 1.00-1.85- Strongly Disagree

Public elementary school teachers reported very high satisfaction with the nature of their work (overall weighted mean = 5.47, SD = 0.63, “Strongly Agree”), with strong positive responses across liking their tasks (M = 5.56), feeling a sense of accomplishment (M = 5.50), finding their job enjoyable (M = 5.35), and viewing it as meaningful (M = 5.47), while low standard deviations indicated minimal variation and broadly shared enthusiasm for their professional responsibilities. These findings suggest that intrinsic qualities such as accomplishment, enjoyment, and meaning serve as powerful drivers of job satisfaction, with daily activities aligning closely with personal fulfillment and overshadowing external challenges like administrative burdens or resource constraints. School leaders can capitalize on this by designing professional development that amplifies meaningful elements such as autonomy and recognition, consistent with Torres et al. (2021), Ramirez and Chen (2023), and Nguyen (2025), who confirmed that job meaningfulness, enjoyment from core tasks, and intrinsic work satisfaction strongly correlate with high morale, predict sustained satisfaction, and buffer against burnout in elementary and public school settings.

Table 13
Communication

Indicators	Mean	Sd	VD
Communication seems good within this organization.	5.26	0.75	Strongly Agree
I usually know what is going on within the organization.	5.18	0.76	Strongly Agree
Work assignments are clearly explained.	5.24	0.74	Strongly Agree
I feel well informed about what is going on at work.	5.29	0.72	Strongly Agree
Weighted Mean	5.24	0.74	Strongly Agree

Legend: 5.18-6:00-Strongly Agree; 4.35-5.17-Agree; 3.52-4.34- Slightly Agree; 2.69-3.51- Slightly Disagree; 1.86-2.68-Disagree; 1.00-1.85- Strongly Disagree

Public elementary school teachers indicated very high satisfaction with communication within their organization (overall weighted mean = 5.24, SD = 0.74, “Strongly Agree”), with specific indicators showing strong agreement on good overall communication (M = 5.26), feeling informed about organizational happenings (M = 5.18, 5.29), and clearly explained work assignments (M = 5.24), while low standard deviations reflected limited variability and widespread consensus on communication effectiveness. These findings suggest that clarity and transparency in information flow build trust, reduce uncertainty, foster inclusion and competence, and mitigate frustrations in hierarchical school environments, making communication a robust pillar of job satisfaction. Administrators can sustain this strength through regular feedback mechanisms or digital tools, as clear organizational communication significantly elevates satisfaction, perceived information transparency directly enhances morale, and well-explained assignments reduce role ambiguity, consistent with Garcia and Lopez (2022), Patel et al. (2023), and Kim (2024).

Significant relationship between the school head’s leadership styles and teacher job satisfaction

Table 14
Significant Relationship Between the School Head’s Leadership Styles and
Teacher Job Satisfaction

Leadership Style	r-value	p-value	Decision	Interpretation
Transformational Leadership	0.529	0.001	Reject Ho	Significant
Transactional Leadership	0.496	0.003	Reject Ho	Significant
Passive/Avoidant Leadership	-0.220	0.211	Failed to Reject Ho	Not Significant
Outcomes of Leadership	0.440	0.009	Reject Ho	Significant

*Correlation is significant at the 0.05 level (2-tailed)

The study found significant positive relationships between active leadership styles and teacher job satisfaction, with transformational leadership showing the strongest correlation ($r = 0.529$, $p = 0.001$), followed by transactional leadership ($r = 0.496$, $p = 0.003$) and outcomes of leadership ($r = 0.440$, $p = 0.009$), while passive/avoidant leadership yielded a weak, non-significant negative correlation ($r = -0.220$, $p = 0.211$). These findings indicate that proactive leadership approaches substantially influence satisfaction through inspiration, clear rewards, and effective outcomes, whereas avoidance lacks impact. School administrators should adopt transformational and transactional strategies such as visionary goal-setting and performance-based recognition, as these moderate positive correlations suggest leadership explains a meaningful portion of satisfaction variance, consistent with Leithwood et al. (2021), Bush and Ng (2023), and Fernandez (2024), who confirmed that transformational leadership correlates moderately to strongly with job satisfaction, transactional elements significantly predict satisfaction through structured rewards, and passive/avoidant styles yield non-significant negative effects.

Findings

The findings revealed that teachers perceived their school heads to frequently demonstrate transformational and transactional leadership styles, while passive/avoidant leadership behaviors were observed only once in a while. This indicates that school heads were generally proactive, supportive, and engaged in motivating teachers, clarifying expectations, and addressing issues promptly.

In terms of leadership outcomes, teachers always experienced positive effects such as increased motivation, shared vision, effectiveness, and job satisfaction. With regard to job

satisfaction, teachers reported high to very high levels of satisfaction across most dimensions, particularly in supervision, promotion, pay, and fringe benefits, indicating strong confidence in leadership competence, fairness, and support. Moderate to high satisfaction was also observed in areas such as operating procedures and communication.

Statistical analysis further revealed a significant relationship between school leadership styles and teacher job satisfaction, suggesting that effective leadership practices positively influence teachers' motivation, morale, and overall satisfaction in the workplace.

CONCLUSION

Based on the findings of the study, it is concluded that school leadership styles significantly influence teacher job satisfaction at Tabuelan Central Elementary School. The frequent demonstration of transformational and transactional leadership behaviors by school heads contributes to positive leadership outcomes and higher levels of teacher satisfaction across various job dimensions. Conversely, the minimal presence of passive/avoidant leadership supports a stable and responsive school environment that fosters trust and professional commitment among teachers. Therefore, effective and engaged school leadership plays a crucial role in enhancing teachers' job satisfaction, motivation, and performance. The null hypothesis stating that there is no significant relationship between school leadership styles and teacher job satisfaction is hereby rejected. The limitations of this study include its descriptive-correlational design that precludes causal inference, small sample size of 34 teachers from a single rural school limiting generalizability.

Based on the results of the study, it is recommended that the proposed action plan be implemented to further strengthen effective school leadership practices and sustain high levels of teacher job satisfaction. The action plan should focus on reinforcing transformational leadership behaviors such as individualized support, coaching, and professional development, while maintaining fair and transparent transactional practices related to rewards and supervision. Continuous leadership training and capacity-building programs for school heads should be emphasized to enhance communication, feedback mechanisms, and teacher engagement. Additionally, regular monitoring and evaluation of leadership practices and teacher satisfaction levels should be conducted to ensure that the action plan remains responsive to teachers' needs and contributes to a positive and productive school environment.

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