

**Leadership styles and teachers' job satisfaction:
Insights from the Blake and Mouton managerial grid**

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ABSTRACT

This descriptive-correlational study examined the relationship between school heads' leadership styles and teachers' job satisfaction in District 9, Danao City Division, for the 2025-2026 school year. Utilizing the Blake and Mouton Managerial Grid and the Minnesota Satisfaction Questionnaire (MSQ), it involved five (5) school heads and one hundred thirty (130) teachers. Findings revealed that all school heads exhibited the Team Leader style, demonstrating great concern for both people and task. Teachers reported an overall "Very Satisfied" level of job satisfaction, with the highest satisfaction in Relationships and Social Aspects, the Work Itself, and Autonomy. Lower, though still "Satisfied," ratings were found for Supervision, School Policies, and Compensation and Advancement. Statistical analysis showed a moderate positive correlation between the Team Leader style and teacher job satisfaction; however, this relationship was not statistically significant. Furthermore, regression analyses indicated that neither teachers' length of service nor their highest educational attainment was significantly predictive of their job satisfaction. The study concludes that while a positive leadership climate and high satisfaction coexist, other intrinsic and environmental factors may be more direct drivers of teacher morale. Based on the findings, an action plan is proposed to strategically address the identified areas of concern by enhancing policy communication, ensuring transparent career pathways, fostering collaborative professional development, and improving working conditions.

Keywords: Administration and supervision, leadership styles, teacher job satisfaction, quantitative, action plan, Danao City, Philippines.

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INTRODUCTION

Leadership styles have received considerable attention in educational studies worldwide because of their substantial influence on teachers' work satisfaction, performance, and, ultimately, student achievement. Baptiste (2019) emphasizes that principal leadership styles significantly affect teacher job satisfaction and student achievement, asserting that supportive and transformational leadership fosters positive school environments and enhances teacher engagement. Goktas (2021) conducts a meta-analysis demonstrating a robust

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association between successful school leadership and increased teacher satisfaction, highlighting leadership as a vital element for maintaining teacher engagement and retention globally.

Sahito and Vaisanen (2020) examined many studies in developing countries and contended that ineffective leadership practices frequently lead to diminished teacher morale and job dissatisfaction. It is advised to implement leadership strategies that address contextual factors, such as resource constraints and cultural influences, to enhance teachers' workplace experiences. Mwesigwa, Tusiime, and Ssekiziyivu (2020) emphasize that transformational and participative leadership styles enhance work satisfaction and organizational commitment in public academic institutions, fostering a collaborative atmosphere that supports professional development.

In the Asian and Philippine context, leadership styles are a crucial factor influencing teacher satisfaction and performance. Mangulabnan, Dela Rosa, and Vargas (2021) examine transformational leadership in Central Luzon educational institutions and find that this approach enhances teacher motivation and fosters a more gratifying work environment. CUBAY (2020) notes that principals' leadership styles and power dynamics significantly influence Filipino teachers' job satisfaction, indicating that relational and empowering approaches improve the educational environment. Furthermore, Arcilla (2020) qualitatively reports favorable perceptions of transformational leadership among public high school educators in the Philippines, which are correlated with heightened enthusiasm and retention.

At the divisional level, research focusing on certain Philippine regions further corroborates the essential influence of leadership on teachers' happiness. Mapacpac Jr and Yango (2023) identify that in Laguna, workplace empowerment, mediated by leadership style, is directly associated with increased job satisfaction and teaching performance. Abdurahman (2020) in Sulu Division found that teacher job satisfaction correlates with leadership effectiveness, positing that supportive management practices enhance performance. Beladas and Callo (2023) indicate that strong leadership and supervisory competencies of principals in public primary schools correlate with increased teacher work satisfaction, highlighting the importance of localized leadership training.

In the local setting, the Danao City Division in the Philippines serves as a microcosm where leadership styles can significantly influence teacher morale and productivity. Although empirical research relevant to this division is lacking, trends identified in other regional studies, such as those conducted in Laguna and Sulu, suggest that school administrators' leadership practices likely affect teacher satisfaction. Given the evolving issues educators face in this city, ranging from heightened workloads following COVID (Mulyanto, 2023) to generational differences in work attitudes (Cacanindin, 2023), leadership strategies must evolve to address these realities effectively.

Furthermore, global research can enhance local academic inquiry and application. Panagopoulos, Karamanis, and Anastasiou (2023) investigate primary school teachers' happiness in Greece and conclude that transformational and participative leadership styles lead to greater work satisfaction than authoritarian approaches. Yohannes and Wasonga (2023) emphasize the beneficial effects of adaptive leadership in Ethiopian educational institutions. The comparative observations indicate that leadership training in Danao's educational institutions should prioritize flexibility, inclusion, and empowerment to enhance teacher satisfaction.

Numerous studies continuously demonstrate that job satisfaction mediates the relationship between leadership styles and employee commitment or performance (Nanjundeswaraswamy, 2023; Hajiali et al., 2022). This highlights the necessity for educational leaders in Danao City to create supportive settings that boost work happiness, hence fostering teacher loyalty, effective instruction, and institutional advancement. Yusuf et

al. (2020) suggest that principals' leadership styles significantly affect middle management's assessments of teacher effectiveness, underscoring hierarchical influences within educational institutions.

The local educational community in Danao City will greatly benefit from research that incorporates global, national, and local viewpoints on leadership and work satisfaction. By understanding the intricate relationship between leadership styles and teacher well-being, stakeholders can develop tailored interventions to improve the work environment, reduce turnover, and enhance student outcomes. This study aims to address the lack of localized data by examining the impact of the leadership styles employed by school principals in District 9, Danao City Division, on teachers' job satisfaction, thereby offering practical insights for policy and practice that benefit educators and the wider learning community.

Statement of the problem

This study assessed the relationship between the leadership styles of school heads, as measured by the Blake and Mouton Managerial Grid, and teachers' job satisfaction in the workplace in District 9, Danao City Division, during the school year 2025-2026, as a basis for an action plan.

Specifically, it sought answers to the following questions:

1. What is the profile of the respondents in terms of school heads' age and sex, position or rank, highest educational attainment, and length of administrative service, and teachers' age and sex, academic rank, highest educational attainment, and length of service?
2. What is the perceived leadership style of the school heads based on the Blake and Mouton Managerial Grid?
3. What is the perceived job satisfaction level of the teachers based on the Minnesota Satisfaction Questionnaire in terms of work itself, supervision and school policies, compensation and advancement, relationship and social aspects, and autonomy and working conditions?
4. Is there a significant relationship between the leadership style of school heads and the job satisfaction of the teachers?
5. Is there a significant relationship between teachers' length of service and highest educational attainment and their job satisfaction?
6. Based on the findings, what action plan can be proposed?

METHODOLOGY

Research design

This study utilized a descriptive-correlational research design. The descriptive component was used to gather and analyze data on the profiles of school leaders and teachers, their perceived leadership styles, and teachers' levels of job satisfaction. The correlational component examined the relationship between school leaders' leadership styles and teachers' job satisfaction.

Respondents and locale of the study

The respondents for this research were the school leaders and teachers of District 9, Danao City Division which is approximately 5.2 kilometers or 13 minutes from the city proper. District 9 included B. Durano Integrated School, Sacsac Integrated School, Binaliw Integrated School, Sandayong Norte Elementary School, and Beatriz D. Durano Memorial National High School. The schools offered basic education from Kindergarten to Grade 12, serving as vital learning centers for the surrounding community. They were equipped with 74 classrooms, providing adequate space for instruction and learning activities. The schools had a teacher population of 131, who were responsible for delivering quality education to 2,344 students enrolled during the 2025–2026 school year.

Research instrument

The questionnaire used is adopted from the Minnesota Satisfaction Questionnaire (Weiss et al., 1967) and the Blake and Mouton Managerial Grid Leadership Self-Assessment Questionnaire (Blake & Mouton, 1964).

The questionnaire for the study on leadership styles and teachers' job satisfaction is divided into two main parts: one for school leaders and one for teachers. Both sections begin with a Part A, which collects demographic information specific to the role. For school leaders, this includes their name, sex, age, position rank, highest educational attainment, and years of administrative experience. Similarly, the teachers' demographic section collects their name, sex, age, position rank (e.g., Master's Teacher I), highest educational attainment, and years of teaching experience.

Following the demographic section, the questionnaire for school leaders uses the Blake and Mouton Managerial Grid Leadership Self-Assessment Questionnaire to evaluate their leadership style. This section contains 18 statements that leaders rate on a scale from 0 ("never") to 5 ("always") regarding how the behaviors apply to them. These statements are designed to measure two key leadership dimensions: a concern for People and a concern for Task. The scores for these two dimensions are then plotted on a matrix to identify one of four primary leadership styles: Authoritarian, Team, Country Club, or Impoverished. The questionnaire notes that the Team Leader style (high task, high relationship) is generally the most desirable, but the other styles may be appropriate in certain situations.

The Minnesota Satisfaction Questionnaire for teachers, on the other hand, is designed to measure job satisfaction. Part B of this section uses a five-point Likert scale from 1 ("Very Dissatisfied") to 5 ("Very Satisfied") to assess teachers' job satisfaction. The questions are grouped into five distinct aspects of job satisfaction: Work Itself (e.g., variety, use of abilities), Supervision & Company Policies (e.g., supervisor competence, how policies are administered), Compensation & Advancement (e.g., pay, job security, promotions), Relationships & Social Aspects (e.g., co-worker cooperation, social standing), and Autonomy & Working Conditions (e.g., independence, physical environment). This structure allows for a comprehensive evaluation of what factors contribute to a teacher's overall job satisfaction.

Data analyses procedure

The data analysis procedure was carried out in three sequential stages: the Preliminary Stage, during which the researcher secured official permission from the Schools Division Superintendent, coordinated with school administration, and scheduled the orientation and data collection; the Data Gathering Stage, which involved an orientation session for participants explaining the study's purpose, ethical safeguards, and questionnaire instructions, followed by

the actual administration and immediate collection of completed surveys to ensure data integrity; and the Post Data Gathering Stage, where the collected data were meticulously tallied, organized, and summarized. For the statistical analysis, descriptive tools such as frequencies, percentages, and weighted means were used to describe demographic characteristics and average levels of leadership styles and job satisfaction, while regression analysis was employed to determine significant relationships among school leaders' leadership styles, teachers' job satisfaction, length of service, and highest educational attainment.

RESULTS AND DISCUSSION

This study involved a total of one hundred and thirty-five respondents, comprising five school heads and one hundred thirty teachers from District 9, whose profiles and perceptions were examined using a descriptive-correlational research design. A researcher-made demographic questionnaire was employed to capture the personal and professional characteristics of the respondents, the Blake and Mouton Managerial Grid instrument was utilized to determine the leadership style of the school heads, and the Minnesota Satisfaction Questionnaire (MSQ) served as the tool for measuring the teachers' level of job satisfaction across five dimensions. Data were analyzed using frequency counts and percentages for the demographic profile, weighted means and standard deviations for the leadership style and job satisfaction indicators, One-Way Analysis of Variance (ANOVA) to determine whether job satisfaction differed significantly across the five school heads, and simple linear regression to establish whether length of service and highest educational attainment significantly predicted job satisfaction. The results presented below are grounded entirely in the data gathered from the respondents and are interpreted in direct relation to the study's objectives, namely to describe the demographic profile of the school heads and teachers, to determine the leadership style of the school heads, to assess the level of job satisfaction of the teachers, and to establish whether a significant relationship exists between leadership style and job satisfaction.

Demographic profile of the school heads and teachers

Among the five school heads, four (80%) were male and one (20%) was female, reflecting a marked gender imbalance in school leadership positions within the district. In terms of age, only one (20%) belonged to the 36 to 40 age bracket, two (40%) were in the 41 to 45 range, and another two (40%) were 46 and above, indicating that no school head was younger than 36 years old and that leadership positions were held by professionally mature individuals. This male-dominated and middle-to-late-career composition may support leadership effectiveness through accumulated experience, yet it simultaneously signals limited diversity in leadership perspectives, pointing to the need for succession planning and mentorship programs that would prepare younger and female educators for future leadership roles and encourage more balanced leadership styles consistent with the Blake and Mouton Managerial Grid framework. This finding resonates with Tran et al. (2020), who linked leadership effectiveness to professional maturity, with Gomes and Ribeiro (2024), who observed persistent gender disparities in educational leadership alongside the benefits that female representation could bring, and with Vorontsova and Dakhari (2024), who found that experienced leaders tend to exhibit more adaptive leadership styles that are critical to sustaining teacher motivation and organizational performance.

With respect to position, three (60%) of the school heads held the rank of Principal I while two (40%) served as Teacher-in-Charge. In terms of highest educational attainment, two

(40%) had earned master's units, two (40%) held a master's degree, and one (20%) had doctoral units, while for length of administrative service, two (40%) had served between 4 and 6 years, one (20%) had served 7 to 9 years, and two (40%) had served 10 years or more. Taken together, these figures indicate that school leadership in District 9 was predominantly held by experienced, mature, and mostly male individuals who possessed graduate-level education, a pattern that, despite the persistent gender imbalance, reflects a strong orientation toward continuing professional growth. The mixture of moderately and highly seasoned administrators likely contributed to leadership stability within the district, implying that leadership styles were shaped substantially by accumulated experience and advanced educational attainment, factors that may positively influence teachers' job satisfaction even as the underrepresentation of women calls for more inclusive leadership development opportunities. The prevalence of graduate education among the school heads further suggests a readiness to adopt structured leadership frameworks such as the Blake and Mouton Managerial Grid. These findings are consistent with Mbua (2023), who linked advanced education and experience to balanced leadership and improved teacher morale, with Mwesigwa et al. (2020), who found that age and tenure enhance interpersonal and organizational management capabilities, and with Smith (2021), who reported that graduate-qualified leaders tend to apply combined people- and task-oriented approaches that are associated with higher levels of teacher job satisfaction.

Among the 130 teacher-respondents, 111 (85.38%) were female and 19 (14.62%) were male, revealing a substantial gender disparity within the teaching workforce. In terms of age distribution, six (4.62%) were 21 to 25 years old, twenty-four (18.46%) were 26 to 30, thirty-nine (30.00%) were 31 to 35, thirty-two (24.62%) were 36 to 40, eighteen (13.85%) were 41 to 45, and eleven (8.46%) were 46 and above, with the 31 to 35 bracket representing the largest single group. This concentration of the teaching workforce in the early-to-mid-career stages suggests that the majority of teachers are likely to be professionally competent and particularly responsive to leadership approaches that balance concern for people with concern for task accomplishment, consistent with the Blake and Mouton Managerial Grid, although the comparatively limited representation of very young and near-retirement teachers may reduce the variability of satisfaction perspectives captured in the study. These results imply that school heads should adopt collaborative, participative, and supportive leadership approaches to enhance job satisfaction among this predominantly mid-career, female workforce, complemented by targeted professional development and wellness programs. This is supported by Ntumi (2025), who noted that mid-career teachers exhibit high engagement yet remain susceptible to stress and therefore require supportive leadership, by Elatia et al. (2024), who found that autonomy- and well-being-promoting practices effectively enhance satisfaction within female-dominated teaching populations, and by Hawkins (2024), who reported that age and career stage influence teachers' responsiveness to leadership, with collaborative and people-centered styles yielding higher satisfaction outcomes.

In terms of academic rank, fifty-nine (45.38%) teachers held the rank of Teacher I, four (3.08%) were Teacher II, sixty-three (48.46%) were Teacher III, and four (3.08%) were Master Teacher I. Regarding highest educational attainment, twenty-nine (22.31%) held only a bachelor's degree, seventy-seven (59.23%) had earned master's units, twenty (15.38%) held a master's degree, two (1.54%) had doctoral units, and two (1.54%) held a doctorate degree. With respect to length of service, thirty-three (25.38%) had served 1 to 3 years, seven (5.38%) had served 4 to 6 years, forty-one (31.54%) had served 7 to 9 years, twenty-four (18.46%) had served 10 to 12 years, and twenty-five (19.23%) had served 13 years and above. The dominance of the Teacher I and Teacher III ranks indicates a hierarchical structure in which most teachers are actively advancing professionally, while the high percentage possessing master's units reflects a strong motivation toward continued career growth. The varied lengths of service, spanning novice to veteran teachers, offer diverse perspectives on leadership and job

satisfaction, implying that teachers' perceptions are shaped jointly by career stage, educational pursuits, and length of service, with graduate studies likely raising expectations for more supportive leadership and clearer advancement pathways. The mid-career majority calls for leadership that balances task and people concerns in line with the Blake and Mouton Managerial Grid, while the female-dominated composition of the workforce underscores the continuing need for inclusive practices that address work-life balance, collaboration, and recognition. These observations align with Balan and Jamaluddin (2024), who found that early- and mid-career teachers are highly sensitive to leadership support and development opportunities, with Kesler (2020), who reported that teachers pursuing higher education expect greater autonomy, recognition, and instructional support, and with Luna (2025), who emphasized that female-dominated environments benefit most from people-oriented leadership that fosters collaboration and a positive school climate.

Leadership style of the school heads based on the Blake and Mouton Managerial Grid

The assessment of leadership style revealed that all five school heads obtained high scores in both people orientation and task orientation. Respondent 1 obtained a people score of 6.8 and a task score of 7.0; Respondent 2 obtained a people score of 8.6 and a task score of 7.6; Respondent 3 obtained a people score of 8.4 and a task score of 8.2; Respondent 4 obtained a people score of 8.0 and a task score of 7.8; and Respondent 5 obtained a people score of 8.4 and a task score of 7.6. Notably, Respondent 2 registered the highest people score at 8.6, while Respondent 3 recorded the highest task score at 8.2. Despite these slight variations, all five respondents were consistently classified as Team Leaders on the Blake and Mouton Managerial Grid, denoting a strong and consistent balance between concern for people and concern for task accomplishment across the entire group of school heads. This leadership style is characterized by an emphasis on collaboration, mutual trust, shared responsibility, and high-performance standards, wherein school heads support teachers' needs and participative decision-making while simultaneously ensuring that instructional and administrative goals are met. The prevailing dominance of the Team Leader style implies a favorable leadership climate in District 9, one that fosters open communication, professional support, and collective goal attainment, with clear positive implications for teachers' job satisfaction, motivation, commitment, and organizational trust. This finding is corroborated by Rachmad (2022), who found that leaders exhibiting high concern for both people and tasks are able to build trust while achieving organizational objectives, by Liu and Watson (2023), who highlighted that balanced leadership promotes teacher collaboration and job satisfaction, and by Ogunbayo and Yassim (2025), who reported that team-oriented leadership positively influences teachers' morale and organizational commitment.

Job satisfaction level of the teachers based on the Minnesota Satisfaction Questionnaire

With regard to the dimension of Work Itself, all ten indicators were rated Very Satisfied, with mean scores ranging from 4.22 to 4.42. Specifically, "the chance to do the kind of work that I do best" obtained a mean of 4.38 (SD = 0.59); "the variety in my work" obtained a mean of 4.22 (SD = 0.56), the lowest in this dimension though still within the very satisfied range; "the chance to do new and original things on my own" obtained a mean of 4.24 (SD = 0.59); "being able to see the results of the work I do" obtained a mean of 4.40 (SD = 0.57); "being able to take pride in a job well done" obtained a mean of 4.32 (SD = 0.64); "the chance to do many different things on the job" obtained a mean of 4.31 (SD = 0.58); "the chance to do

something that makes use of my abilities" obtained the highest mean of 4.42 (SD = 0.55); "the chance to do work that is well-suited to my abilities" obtained a mean of 4.32 (SD = 0.51); "the chance to try out some of my own ideas" obtained a mean of 4.24 (SD = 0.58); and "the feeling of accomplishment I get from the job" obtained a mean of 4.41 (SD = 0.55). The aggregate mean for this dimension was 4.32, interpreted as Very Satisfied, suggesting that teachers derive strong intrinsic satisfaction from utilizing their abilities, expressing creativity, and experiencing a sense of accomplishment, and that they perceive teaching as purposeful work well-aligned with their competencies. This strong intrinsic motivation implies that school heads should sustain instructional autonomy, creativity, and professional growth opportunities to maintain enthusiasm and commitment among teachers, while leadership practices that recognize competencies and provide meaningful work can reinforce positive job attitudes and help reduce burnout. These results align with Skaalvik and Skaalvik (2020), who found that meaningful work and a sense of accomplishment strongly predict teacher satisfaction and motivation, with Worth and Van den Brande (2020), who reported that skill application and autonomy enhance engagement and satisfaction, and with Xu and Pang (2024), who emphasized that work aligned with one's abilities and values increases well-being and organizational commitment.

For the dimension of Supervision and School Policies, teachers were generally Satisfied, with an aggregate mean of 4.13 and individual indicator means ranging from 4.02 to 4.20. "The way my school head and I understand each other" obtained a mean of 4.18 (SD = 0.68); "the technical know-how of my school head" obtained the lowest mean in this dimension at 4.06 (SD = 0.70); "the competence of my school head in making decisions" obtained a mean of 4.15 (SD = 0.79); "the way my school head handles the teachers" obtained a mean of 4.09 (SD = 0.86); "the way my school head trains the teachers" obtained the overall lowest mean of 4.02 (SD = 0.82); "the way my school head backs up their teachers with top management" obtained a mean of 4.08 (SD = 0.79); "school policies and the way in which they are administered" obtained the highest mean, tied at 4.20 (SD = 0.79); "the way school policies are put into practice" obtained a mean of 4.16 (SD = 0.86); "the way teachers are informed about school policies" obtained a mean of 4.12 (SD = 0.83); and "the way my school head provides help on complex problems" also obtained a mean of 4.20 (SD = 0.87), tying for the highest rating. These findings suggest that teachers perceive their school heads as generally competent supervisors who manage policies effectively and demonstrate adequate technical knowledge, decision-making skill, and interpersonal competence, although the comparatively lower rating for training practices indicates a specific area for improvement. Strengthening supervisory support through mentoring, instructional coaching, and more transparent policy communication could further enhance job satisfaction, trust, collaboration, and organizational commitment among teachers. This is consistent with He et al. (2024), who found that instructional supervision and clear policy communication significantly influence teachers' trust in leadership, with Park et al. (2023), who reported that leadership competence in decision-making and supervisory support are positively associated with satisfaction and commitment, and with Okafor et al. (2024), who highlighted that supportive supervision and transparent policy enforcement contribute to a positive school climate and improved teacher morale.

In the dimension of Compensation and Advancement, teachers were also generally Satisfied, with an aggregate mean of 4.06 and indicator means ranging from 3.85 to 4.32. "The amount of pay for the work I do" obtained a mean of 4.01 (SD = 0.74); "how my pay compares with that for similar jobs in other companies" obtained a mean of 3.90 (SD = 0.72); "my pay and the amount of work I do" obtained a mean of 3.97 (SD = 0.76); "my job security" obtained a mean of 4.20 (SD = 0.74); "the way my job provides for a secure future" obtained a mean of 4.08 (SD = 0.81); "how steady is my job" obtained the highest mean in this dimension at 4.32 (SD = 0.66); "the opportunities for advancement on this job" obtained a mean of 4.05 (SD =

0.60); "the chances of getting ahead on this job" obtained a mean of 4.07 (SD = 0.71); "my chances for advancement" obtained a mean of 4.10 (SD = 0.66); and "the way promotions are given out on this job" obtained the lowest mean at 3.85 (SD = 0.77). These results suggest that teachers feel secure in their employment and regard teaching as a reliable career path, although some limitations in salary competitiveness and promotional transparency remain evident. Despite these concerns, career progression is still generally perceived as attainable. The findings imply that while financial and security-related needs are largely being met, school heads and policymakers should work to enhance promotional transparency, equitable incentive structures, and clearer communication about advancement opportunities in order to sustain motivation, reduce turnover, and reinforce institutional trust. This is supported by Arnold and Rahimi (2025), who emphasized job security and stable working conditions as strong predictors of satisfaction and retention, by Ingersoll, Zhou, and Ma (2022), who found that transparent promotion systems and perceived fairness in compensation significantly influence organizational commitment, and by Booth et al. (2021), who reported that advancement opportunities and recognition are crucial for sustaining motivation, particularly among mid-career educators.

Regarding Relationships and Social Aspects, teachers reported being Very Satisfied, with an aggregate mean of 4.35 and indicator means ranging from 4.21 to 4.53. "The spirit of cooperation among my co-teachers" obtained a mean of 4.25 (SD = 0.66); "the chance to develop close friendships with my co-teachers" obtained a mean of 4.35 (SD = 0.62); "the way my co-teachers are easy to make friends with" also obtained a mean of 4.35 (SD = 0.65); "the social position in the community that goes with the job" obtained a mean of 4.28 (SD = 0.60); "the chance to be somebody in the community" obtained a mean of 4.22 (SD = 0.60); "the chance to have a definite place in the community" obtained a mean of 4.28 (SD = 0.57); "the personal relationship between my school head and co-teachers" obtained the lowest mean in this dimension at 4.21 (SD = 0.70); "the chance to help people" obtained a mean of 4.50 (SD = 0.56); "the chance to be of service to others" obtained a mean of 4.52 (SD = 0.56); and "the chance to do things for other people" obtained the highest mean overall at 4.53 (SD = 0.52). These results indicate a highly positive social environment characterized by strong cooperation, trust, and mutual support among teachers, alongside high community involvement and a strong sense of service orientation, suggesting that teachers place considerable value on their social role and feel respected within their professional community. The comparatively lower, though still very satisfactory, rating on the personal relationship between school heads and co-teachers suggests that positive interactions with school heads further contribute to a supportive and harmonious school climate. These findings imply that school heads should continue fostering collaborative cultures, teamwork, and community engagement to enhance job satisfaction, reduce stress, and strengthen organizational commitment. This is affirmed by Ortan et al. (2021), who highlighted that positive collegial relationships and social support enhance well-being and satisfaction, by Amalia et al. (2024), who found that strong interpersonal relationships contribute to a positive organizational climate and commitment, and by Wang'ombe (2023), who emphasized that supportive relationships with colleagues and leaders are crucial for sustaining motivation and professional purpose.

In the dimension of Autonomy and Working Conditions, teachers were generally Very Satisfied, obtaining an aggregate mean of 4.24 with indicator means ranging from 4.02 to 4.35. "The chance to work by myself" obtained the highest mean at 4.35 (SD = 0.62); "the chance to work alone on the job" obtained a mean of 4.27 (SD = 0.59); "the chance to work independently of others" obtained a mean of 4.33 (SD = 0.61); "the chance to make decisions on my own" obtained a mean of 4.22 (SD = 0.65); "the chance to be responsible for planning my work"

obtained a mean of 4.24 (SD = 0.64); "the chance to try my own methods of doing the job" obtained a mean of 4.32 (SD = 0.56); "the physical surroundings where I work" obtained a mean of 4.22 (SD = 0.62); "the working conditions, including heating, lighting, and ventilation" obtained the lowest mean at 4.02 (SD = 0.75), interpreted as Satisfied; "the pleasantness of the working conditions" obtained a mean of 4.14 (SD = 0.66), also interpreted as Satisfied; and "the routine in my work" obtained a mean of 4.28 (SD = 0.56). These findings indicate that teachers feel trusted to work independently, make instructional decisions, and apply their own methods, all of which contribute positively to their sense of competence and professional fulfillment, while physical working conditions, though slightly lower in rating, are still perceived as generally acceptable. The results imply that granting autonomy and decision-making authority is an effective strategy for enhancing job satisfaction, though school heads should also attend to facility improvements in ventilation, lighting, and general workplace comfort in order to further sustain motivation and well-being. This is supported by Zhang et al. (2022), who found that autonomy-supportive environments enhance engagement and satisfaction, by Ryan and Deci (2020), who emphasized autonomy as a core psychological need underlying intrinsic motivation, and by Toropova, Myrberg, and Johansson (2021), who reported that favorable working conditions and autonomy are strong predictors of satisfaction and retention.

Taken together, the summary of the five dimensions of job satisfaction showed aggregated means ranging from 4.06 to 4.35. Relationships and Social Aspects (RSA) obtained the highest aggregated mean at 4.35, interpreted as Very Satisfied, followed by Work Itself (WI) at 4.32 and Autonomy and Working Conditions (AWC) at 4.24, both also interpreted as Very Satisfied, while School Heads and School Policies (SHSP) obtained an aggregated mean of 4.13 and Compensation and Advancement (CA) obtained an aggregated mean of 4.06, both interpreted as Satisfied. The overall job satisfaction mean across all dimensions was 4.22, interpreted as Very Satisfied, indicating that intrinsic and relational aspects of teaching received consistently higher ratings than extrinsic factors such as supervision, policy, compensation, and advancement. These findings suggest that teachers place greater value on meaningful work, collegial support, and autonomy, while supervision, policies, compensation, and advancement, though rated positively, exert comparatively less influence on their overall satisfaction. Sustaining this high level of satisfaction requires continued emphasis on intrinsic motivation, positive relationships, and autonomy-supportive leadership, alongside targeted improvements in compensation structures, promotion systems, and policy implementation, underscoring the need for leadership that addresses both people-oriented and task-oriented needs in a balanced manner. This is consistent with Baroudi et al. (2022), who found that intrinsic work factors and social relationships are stronger predictors of satisfaction than extrinsic rewards, with Fradkin-Hayslip (2021), who reported that autonomy and collegial support significantly impact satisfaction while compensation plays a comparatively secondary role, and with Ortan et al. (2021), who highlighted that leadership fostering autonomy, collaboration, and meaningful work is critical for sustaining teacher well-being and satisfaction.

Relationship between leadership style and job satisfaction

To determine whether teachers' job satisfaction differed significantly according to their assigned school head, a One-Way Analysis of Variance was conducted. The results yielded a between-groups sum of squares (SS) of 0.69 with 4 degrees of freedom and a mean square (MS) of 0.17, and a within-groups sum of squares of 41.99 with 130 degrees of freedom and a mean square of 0.32, for a total sum of squares of 42.69 with 134 degrees of freedom. The computed F-value was 0.54, which is lower than the critical F-value of 2.44 at the 0.05 level

of significance, and the corresponding p-value of 0.709 exceeded the 0.05 alpha level. Consequently, the null hypothesis stating that there is no significant difference in teachers' job satisfaction when grouped according to their school heads' leadership style was not rejected. This result indicates that teachers across the five different school heads, despite all being classified as Team Leaders, experienced relatively similar levels of job satisfaction, suggesting that factors beyond leadership style, such as the general work environment, professional development opportunities, compensation, workload, collegial relationships, and institutional support, may exert a stronger collective influence on job satisfaction than leadership style alone. This finding implies that while leadership remains an important organizational factor, it does not, by itself, significantly account for variations in teacher satisfaction within this particular context, and that school administrators should therefore adopt a more comprehensive approach that integrates leadership practices with broader systemic support mechanisms. This is corroborated by Billingsley (2020), who emphasized that leadership must be combined with supportive working conditions to meaningfully affect satisfaction, by Liu et al. (2021), who argued that collaborative leadership enhances satisfaction only when paired with strong organizational support, and by Fang and Qi (2023), who found that the effect of leadership on satisfaction is mediated by school climate and teacher support structures.

A simple linear regression analysis was further conducted to determine whether teachers' length of service significantly predicted their job satisfaction. The analysis yielded a constant (B) of 4.314 with a standard error of 0.091, a t-value of 47.319, and a p-value of less than 0.001, while the predictor variable, years in service, yielded an unstandardized coefficient (B) of -0.031 with a standard error of 0.027, a standardized coefficient (β) of -0.101, a t-value of -1.149, and a p-value of 0.253. The model summary showed an R value of 0.101, an R^2 value of 0.010, an adjusted R^2 of 0.002, an F-value of 1.320 with 1 degree of freedom, and a p-value of 0.253. Since the p-value of 0.253 exceeded the 0.05 level of significance, the regression model was not statistically significant, indicating that length of service did not significantly predict teachers' job satisfaction, accounting for only 1.0% of the variance in job satisfaction scores. The very weak negative relationship ($\beta = -0.101$, $B = -0.031$) suggests only a slight, statistically negligible decrease in satisfaction as years of service increase, implying that teaching experience duration does not meaningfully influence job satisfaction and that other factors, such as the work itself, workplace relationships, and autonomy, play a more critical role. These results suggest that interventions aimed at enhancing job satisfaction should focus on strengthening intrinsic work conditions, professional development, and workplace relationships rather than on years of service alone, ensuring that support strategies remain accessible to both novice and veteran teachers alike. This aligns with Baroudi et al. (2022), who reported that intrinsic job factors and social support are more influential on satisfaction than experience, with Kok (2020), who noted that motivation and workplace relationships outweigh years of service as determinants of satisfaction, and with Oduro et al. (2025), who found that professional autonomy and school climate are stronger predictors of satisfaction than tenure.

Similarly, a simple linear regression analysis was conducted to examine whether teachers' highest educational attainment significantly predicted their job satisfaction. The analysis produced a constant (B) of 4.331 with a standard error of 0.110, a t-value of 39.299, and a p-value of less than 0.001, while the predictor variable, educational attainment, yielded an unstandardized coefficient (B) of -0.056 with a standard error of 0.051, a standardized coefficient (β) of -0.096, a t-value of -1.085, and a p-value of 0.280. The corresponding model summary showed an R value of 0.096, an R^2 value of 0.009, an adjusted R^2 of 0.001, an F-value of 1.178 with 1 degree of freedom, and a p-value of 0.280. Given that the p-value of

0.280 exceeded the 0.05 level of significance, the regression model was found to be not statistically significant, indicating that educational attainment did not significantly predict teachers' job satisfaction and accounted for only 0.9% of the variance in job satisfaction scores. The very weak negative relationship ($\beta = -0.096$, $B = -0.056$) suggests that teachers with more advanced educational qualifications did not report meaningfully higher or lower satisfaction compared to those with lower qualifications, implying that intrinsic factors, leadership practices, workplace relationships, and autonomy exert a more substantial influence on satisfaction than formal academic credentials alone. These findings suggest that efforts to enhance teacher satisfaction should prioritize the creation of supportive, motivating, and autonomy-rich work environments through professional development, recognition, and collegial relationships, rather than focusing solely on increasing formal qualifications. This is consistent with Pinnington et al. (2022), who reported that professional development and workplace support are more significant determinants of satisfaction than degree level, with Debus (2020), who emphasized that autonomy and meaningful work are stronger predictors than formal qualifications, and with Keating (2022), who highlighted that intrinsic and social work factors outweigh education in influencing teacher satisfaction.

Taken as a whole, the findings of this study demonstrate that the school heads of District 9, though predominantly male and mature in age and experience, uniformly exhibited a Team Leader style according to the Blake and Mouton Managerial Grid, reflecting a strong and balanced concern for both people and task accomplishment. The predominantly female, mid-career teaching force reported an overall Very Satisfied level of job satisfaction, with particularly strong satisfaction in the Work Itself, Relationships and Social Aspects, and Autonomy and Working Conditions dimensions, and comparatively lower, though still positive, satisfaction with Supervision and School Policies and Compensation and Advancement. However, statistical testing revealed that the observed relationship between the Team Leader style and teacher job satisfaction, while consistent across dimensions, was not statistically significant, as confirmed by the One-Way ANOVA results, and neither length of service nor highest educational attainment emerged as statistically significant predictors of job satisfaction based on the regression analyses conducted. These results collectively suggest that although a Team Leader leadership style fosters a generally favorable and satisfying school climate, teacher job satisfaction in this context is shaped by a broader constellation of factors beyond leadership style alone, including intrinsic work fulfillment, interpersonal relationships, and autonomy, factors that appear to operate somewhat independently of school heads' individual leadership profiles, teachers' tenure, and their academic qualifications. This contributes to the growing body of literature suggesting that leadership style, while a necessary component of a positive school environment, may not be a sufficient determinant of teacher satisfaction unless it is embedded within a broader system of organizational support, professional growth opportunities, and relational trust. These findings provide a comprehensive empirical foundation that addresses the study's objectives concerning the demographic profile, leadership style, and job satisfaction levels of the respondents, as well as the statistical relationships among these variables, and they set the stage for the concluding chapter, which will present the summary of findings, draw overall conclusions regarding the interplay between leadership and job satisfaction in District 9, and offer recommendations for strengthening leadership practices and organizational support systems to further enhance teacher satisfaction and, by extension, educational outcomes within the district.

CONCLUSION

This study concludes that while school heads in District 9, Danao City Division, predominantly exhibit the Team Leader style characterized by high concern for both people

and tasks, and while teachers report a high overall level of job satisfaction, no statistically significant relationship exists between the leadership style of school heads and the job satisfaction of teachers within the context of this study. Furthermore, teachers' length of service and highest educational attainment were also found to be non-significant predictors of their job satisfaction.

Based on the findings of this study, it is recommended that the proposed Action Plan be adopted and implemented. This plan is designed to address the specific areas of concern identified from the lowest mean scores in the job satisfaction indicators, with the overarching goal of sustaining and further enhancing the positive work environment and teacher satisfaction in District 9. The action plan will provide structured interventions targeting supervision, professional development, compensation transparency, and working conditions.

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