

Influence of School Heads' Leadership Style on Teachers' Job Satisfaction and Performance

RENE JONH T. MADALAG

Masbate Colleges Graduate Studies and Research
Panique National High School, DepEd Philippines
ORCID ID No.: 0009-0007-8964-7351
renejonhmadalag7@gmail.com

BRYAN IGNACIO

Masbate Colleges Graduate Studies and Research
Panique National High School, DepEd Philippines
ORCID ID #: 0009-0001-5516-0218
bryan.ignacio001001@deped.gov.ph

JOVEL B. RAPSING

Masbate Colleges Graduate Studies and Research
Lagta National High School, DepEd Philippines
ORCID ID No.: 0009-0000-7228-4637
iamjovelrapsing@gmail.com

SANNY S. MAGLENTE, LIB, PhD, DHum

Masbate Colleges Graduate Studies and Research
Graduate Studies and Research, Graduate School
ORCID ID No.: 0000-0002-7895-7625
maglente1722@gmail.com

Abstract — Leadership style has a significant impact and association with teachers' drive to enhance the quality of their job. Their leadership styles have an implication to the productiveness of their teachers. This study is a comprehensive assessment about the job satisfaction as influenced by the leadership styles of the school head of the junior high school and senior high school teachers in Masbate province for the school year 2022–2023. This investigation used descriptive correlation to assess the significant relationship between school head's leadership style and teachers' job satisfaction and performance. Thus, it utilized mixed method analysis and interpretation of the gathered data. The researcher employed a three-part questionnaire to gather respondents' profiles such as name (optional), sex, and age, leadership styles of the school head, and job satisfaction and performance of the teachers as influenced by the leadership styles; democratic, aristocratic, and laissez-fair, of the school head for the second and third part. There were twenty-one (21) respondents in this study, all from the province of Masbate, who were randomly selected. Thus, the researchers used purposive sampling. Also, the researchers utilized weighted mean in determining the over-all satisfaction of the participants and examined the distribution of responses. The formulated conclusions were based on the interpreted data. Hence, it is revealed that the teachers' ratings of work satisfaction are significantly influenced by leadership. The result of this study can guide school leaders in choosing appropriate leadership style best suited for teachers.

More so, it's recommended that future researchers may look into the influence of teachers' performance on instruction to the leadership style of the school head to know if the leadership style is greatly influenced by the performance of the teachers in school.

Keywords — Leadership style, democratic leadership style, aristocratic leadership, laissez-faire leadership, Job satisfaction, Job performance

I. Introduction

Leadership style has a positive relationship towards the motivation of the teachers to improve the quality of their work. According to numerous sources (Schleicher, 2015; Lee et al., 2019; Lunenburg and Ornstein, 2021) the school environment and the leadership role are in fact cited as crucial mediators to foster advancement, modernization, changes, and innovations in capacity building and teaching and learning practices. As the primary educational engine of change and success or even a cause of failure, school leadership is intrinsically related to the regular operations of schools (Kafka, 2009; Day and Sammons, 2016). The foundation for creating great schools is effective leadership that continually ties school missions and visions with actions (Gurr et al., 2006; Werang and Lena, 2014). Thus, it is crucial to provide schools with strong leadership given the attainment of national educational goals and enhanced organizational performance.

In educational institutions, principals and instructors are the main sources of effective leadership that results in increased student academic success (Day and Sammons, 2016; Fackler and Malmberg, 2016; Parveen et al., 2021). The direct and indirect effects of principals on students' progress, both good and bad, are, nonetheless, notably recognized in earlier studies (Tan, 2014; Hallinger and Ko, 2015; Wu et al., 2020a,b). The primary credit for the students' intellectual and personal growth in educational institutions is therefore given to the instructors (DuFour and Marzano, 2011). The leadership and guidance provided by instructors also have a big role in how well students perform academically (Sebastian and Allensworth, 2019). Therefore, it goes without saying that the administration of the school is responsible for facilitating and improving contemporary knowledge management and classroom instruction that are likely to optimize educational achievement and improve teacher job performance (Antony et al., 2012; Al-Safran et al., 2014; Keddie, 2015; Parveen et al., 2022).

Employee work performance has always been scientifically demonstrated to be connected to leaders' actions and leadership styles as a favorite issue for international studies (Bryman, 2011; Morrison, 2011; Haque et al., 2015; Younas et al., 2022). Particularly, extensive research shows a significant relationship between principal leadership styles and teacher job performance (see Adeyemi, 2010; Imhangbe et al., 2018; Saleem et al., 2020). Evidently, strong leaders prepare their staff for impending problems and a shared goal (Tomlinson, 2004; Phuc et al., 2021). So, according to Tobin (2014), school administrators are attempting to improve teacher abilities by facilitating

them more under their control. These two interrelated factors are likely to increase the value of global educational progress.

However, a leader's undesirable leadership style may prevent instructors from attaining their mutually beneficial goals (Bickmore and Dowell, 2018). Due to the unfavorable actions of school administrators, many instructors choose to leave their jobs (Jones and Watson, 2017; Bickmore and Dowell, 2018). Principal leadership vulnerability prevents some from providing good performance or educating kids (Oplatka and Arar, 2018). As a result, schools are performing and producing worse, which is related to the lack of effective leadership and skilled instructors. The National Education Plans and Policies of Pakistan (Punjab Government, 2012; Demir and Qureshi, 2019; Rizvi and Khamis, 2020) explicitly describe a teacher's position in the educational system. Unfortunately, due to a number of underlying factors, teacher skill is rapidly declining in Pakistan, and societal acceptance and perception of teachers are both getting worse (Aslam, 2013a, b; zü et al., 2017). For instance, the most frequently cited causes for the decline in the effectiveness and professionalism of local teachers are conflict-affected local contexts and the influence of politics on teacher transfers and appointments (Ali, 2011; Chaudary and Imran, 2012; Nadeem et al., 2013; Halai and Durrani, 2018). In addition, compared to other professions, Pakistani teachers do not have as much intellectual freedom, authority, independence, or contentment (Ghazi and Maringe, 2011; Malik et al., 2011; De Talancé, 2017; Ali, 2018). It's odd that the mainstream media regularly depresses the local teachers about their work. Because of this, local and international academics are continually compelled to pay attention to these concerns (Ali, 2018; Rizvi and Khamis, 2020) due to the teacher shortage, steadily dropping teacher status, and declining levels of job satisfaction and excitement.

Any organization, whether it is a business or an institution, can grow and endure with the right leadership. Due to its profound influence on the achievement of educational objectives and school objectives, it is extremely important in educational administration. Therefore, according to Ezeuwa (2005), it is the act of persuading individuals to work diligently and joyfully towards the accomplishment of goals.

When the principal shares information and maintains open lines of communication with the teachers, teachers, according to Boggler (2001), report being satisfied with their job. This approach produces effective outcomes. The fashion acknowledges excellent performance (Hannagan, 2006). In order to achieve desired outcomes and offer instructors job satisfaction, schools require effective leadership. The three types of leadership among head teachers are transformational, transactional, and laissez-faire. School administrators are seen to have the power to persuade their staff members, stakeholders, and parents to help their institutions achieve their predetermined goals by ensuring that instructors carry out their duties effectively and students perform academically to expectations.

The fulfillment a teacher has on a daily basis from their employment is referred to as job satisfaction. A high level of dedication to work is said to follow from a high level of job

satisfaction. According to Anderson (2004), teachers' dedication to their school's productivity is frequently seen as being influenced by how satisfied they are with their jobs. The degree to which businesses live up to employee expectations about perks is correlated with how satisfied teachers are with their jobs. According to Scott and colleagues, administrative issues, student performance evaluations, handling of behavior issues, a teacher's heavy workload, low pay, disrespect for the teaching profession, and working conditions are the main causes of job dissatisfaction among teachers (Scott et al., 2005). However, a teacher who is typically pleased or content with his or her profession may feel obligated to better society and as a result favorably effect learners; in contrast, a teacher who is unsatisfied negatively affects pupils' learning. Teachers tend to teach effectively when they are content in their jobs, according to Wright (2004), and there is a considerable association between instructors' attitudes about teaching and work satisfaction. This paper explores the influence of leaders and their critical role in producing the finest work and service for their clients since they have a significant impact on the job satisfaction and performance of teachers.

Statement of the Problems

This study aimed to identify the influence of school heads' leadership style on job satisfaction and performance of teachers in DepEd Masbate province. Specifically, it seeks answers to the questions concerning about the profile of the teachers if grouped according to sex and age, leadership style of the school heads, significant difference between leadership styles of the school head towards teachers' job satisfaction and performance, and the level of satisfaction of the teachers towards the leadership style of the School Head.

II. Methodology

Design. This study employed the descriptive research design to determine the influence of school head's leadership style on the job satisfaction and performance of the teachers in Masbate Province for the school year 2022-2023. This study is descriptive for it describes the job satisfaction and performance of the teachers as being affected by the school head's leadership style.

Sampling. There are 21 teachers, 1 school head, 1 district head and 536 learners in Grades 7 to 12 enrolled in the said locale for School Year 2022-2023. Hence, all of the teachers [21] were made the respondents of this study. The respondents were asked to answer a survey-questionnaire to determine their job satisfaction as influenced by leadership style.

Research Procedure. The researcher utilized the procedure below in conducting the study.

Phase 1. Development, Validation, and Approval of the Research Title. The researcher submitted capsule research to the adviser for checking on the proposed title of the study. The research capsule also includes a statement of the problems, respondents and sampling, research design, and sources. Suggestions and comments were adapted.

Phase 2. Development and Validation of Research Instrument. A Self-administered, closed ended questionnaire was used for the study because it had the ability to limit inconsistency and save time as suggested by Amin (2004). The questionnaires were chosen in this study because they produced normative data important for analysis.

Phase 3. Writing and Giving of Permission Letter to the SDS. A letter was noted by the researcher's adviser. Afterward, the letter was submitted to the Schools Division Superintendent of Masbate Province for approval and submitted to the principal to conduct the study.

Phase 4. Administration of Instruments to the Respondents. The questionnaires were administered to the respondents. Instructions and directions were clearly and vividly explained. After filling up and answering the questionnaires, it was collected by the researchers.

Phase 5. Data Recording and Tabulating. Data gathered from the students was then recorded and tabulated for analysis and interpretation by the statistician.

Ethical Issues. The researcher took into consideration the permission to conduct the study from the right people through written communication. Survey questionnaire used in the study did not tolerate the use of offensive, discriminatory, or other unacceptable language. The respondents' names and other personal data were labelled as "optional" to give the respondents the prerogative to share their basic information. Participation of the respondents was also voluntary. Orientation was conducted for the respondents of the study. All authors whose works were mentioned in this study were properly quoted and were acknowledged in the reference.

Treatment of Data. Simple Percentage and Weighted Mean were employed to determine the data on demographic profile, leadership style of the school head, and the job satisfaction and performance of the respondents. Also, the first part of the questionnaire helped the researcher into deciding what type of leadership the school head has; Democratic, Aristocratic, and Laissez-Faire.

III. Results and Discussion

Table 1

Sex	No. of Participants	Percentile Value
Male	5	24%
Female	16	76%
Total	21	100%

The data above shows that 24% or 5 of the participants are males while 76% or 16 of the participants are females. The distributions, when summed up, is equal to 100% or 21 teacher-participants.

Table 2

Age Range	Total number of participants	Percentile Value
21-30 y/o	5	23.81%
31-40 y/o	6	28.57%
41-50 y/o	7	33.33%
51-60 y/o	2	9.53%
61-65 y/o	1	4.76%

It can be noted in the data that 23.81% or 5 of the participants belong to 21-30 years old, 28.57% or 6 participants belong to 31-40, 33.33% or 7 of the participants are in the range of 41-50 years old, 9.53% or 2 of them belong to 51-60, and 1 of the participants has an age ranging from 61-65 years old.

Table 3
Leadership style of the school head as perceived by the teachers

Statements	Weighted Mean	Interpretation
<i>I. Leadership Style</i>		
<i>School Principal ...</i>		
accepts the suggestion of teachers about the policies and plans	4.43	Agree
shares plans regarding school activities with teachers prior to implementation	4.48	Strongly Agree
provides sociable relationships between staff members	4.10	Agree
allocates the tasks without teacher will	2.33	Disagree
decides solely not including teacher consult	2.14	Disagree
sets performance standards and expectations and are solely for teachers to accomplish	2.95	Neutral
does take a little concern in daily activities as well as proceedings	2.81	Neutral
gives a little direction to teachers in classroom	2.48	Neutral
seldom assists teachers to deal with work problems	2.48	Neutral

The data given above is a quantitative representation of the result of the survey conducted and given to the participants during the data-gathering procedure.

It can be gleaned that most of the participants strongly agreed that their principal shares plans regarding school activities with teachers prior to implementation. It is then followed by the first statement with 4.43 weighted mean in which most of the teachers agreed that their school head accepts the suggestion of teachers about the policies and plans. This has led to the conclusion that the school head exhibited democratic leadership style based on the highest weighted mean.

More so, respondents agreed that their school head provides sociable relationships between staff members. Some respondents were not affirmative in the leadership style of the school head in terms of giving tasks to teachers without considering their will, and as to deciding about a certain thing without prior consultation to the teachers.

However, teachers couldn't decide about the notion on setting performance standards and expectation and are solely for teachers to accomplish, doing a little concern in daily activities as well as proceedings, giving a little direction to teachers in classroom, and assisting teachers to deal with the work problems, therefor chose neutral on the survey.

Table 4
Job satisfaction and performance of the teacher-participants as influenced by the school head's leadership style

Statements	Weighted Mean	Interpretation
<i>II. How leadership influence teacher's job satisfaction and performance</i>		
Leadership and supervision: my superior encourages my development	4.38	Agree
My superior is fair to me	4.29	Agree
At place my opinion seems to count	4.19	Agree
My superior expresses satisfaction when I meet my expectations	4.24	Agree
I am happy in my workplace because of the atmosphere set by my principal	4.29	Agree
I am satisfied to the leadership of my principal	4.38	Agree

Legend:

Ranges	Description	Interpretation
4.21- 5.00	Very High	Strongly Agree
3.41- 4.20	High	Agree
2.61-3.40	Moderate	Neutral
1.81- 2.60	Low	Disagree
1.00-1.80	Very Low	Strongly Disagree

The data presented above shows the influence of leadership style on the teachers' job satisfaction and performance.

It is evident that most of the teachers find the leadership and supervision of the school head encouraging in terms of seeking personal and professional development. Respondents also said that their superior is encouraging particularly in the aspect of professionalism.

More so, the findings revealed that the school where they work acknowledged their opinion towards things that especially in administrative and instructional concerns. Teachers also admitted that their superior didn't hesitate to give affirmation and recognition every time they execute good

performance in some of the tasks give. Also, it can be added that the teachers felt happy in their workplace because of the atmosphere set by their principal. More so, they were satisfied by the leadership of the principal as shown in the table.

IV. Conclusion

It can be deduced from the study that most of the respondents are between the ages of 41 to 50 years old and for the sex of the participants, the majority are females.

Also, based on the data presented on the type of leadership style of the school principal, most of the teachers strongly agreed that the school head shares plans regarding school activities prior to implementation. More so, they agreed that the school principal accepts the suggestion of the teachers about the policies and plans and provides sociable relationships between staff members. Hence, they disagreed that the school principal allocated the task without the teachers' will and making decision without consulting the teachers. And, they were all neutral on the statements that the school principal sets performance standards and expectations and are solely for teachers to accomplish, does take a little concern in daily activities as well as proceedings, gives little direction to teachers in classroom and seldom assists teachers to deal with work problems.

Meanwhile, it's revealed that the teachers' ratings of work satisfaction are significantly influenced by leadership.

It's also conclude that teachers were satisfied to the leadership of the principal. Also, this showed that a significant majority of teachers would still be unsatisfied if the issue of teacher leadership was not addressed, regardless of how much a school would improve in delivering the institutional components. Education stakeholders should guarantee improved job satisfaction by ensuring that teachers are monitored and treated equitably.

V. Recommendations

Although most of the respondents find satisfaction on their job being influenced by the leadership style of the school head, the following recommendations are hereby recommended by the researchers to intensify the spirit of motivation executed by the respondents;

1. School should allot time for the teachers' capability enhancement concerning about school tasks management to aid them become wiser and sound in dealing such.
2. Leadership, in the lives of teachers, is crucial. By serving relevant trainings and workshop for teachers concerning good leadership, teacher may be able to develop confidence to be the head of a group especially between or among the teachers.

3. Religiously conduct a monthly assessment of the leadership style and implementation of the school head to assess the leadership effectivity and its influence to job satisfaction.
4. Future researchers may look into the influence of teachers' performance on instruction to the leadership style of the school head to know if the leadership style is greatly influenced by the performance of the teachers in school.
5. Hold events such as capacity building, team building and the like to strengthen the bond of the teachers as workmates and as individuals.

ACKNOWLEDGMENT

The researchers are pleased to put on the list the helpful cooperation of the people who supported them in realizing this work. They are the following:

To the dean of the Masbate College Graduate School, Dr. Sanny Maglente, for the help and assistance of his expertise in research which led into the realization of this research;

To the respondents for voluntarily presenting themselves to be the subject and trusting the researchers their personal information of this study;

To the school heads of the targeted schools, for allowing the researchers to conduct this study;

To the researchers' family for their unconditional support; and

To the most powerful above, for His divine intervention all throughout the journey of this research paper.

REFERENCES

- [1] Imhangbe, Osayamen & Okecha, RE & Obozuwa, J. (2018). Principals' leadership styles and teachers' job performance: Evidence from Edo State, Nigeria. *Educational Management Administration & Leadership*. 47. 174114321876417. 10.1177/1741143218764178.
- [2] Jones, Deana & Watson, Scott. (2017). The Relationship Between Administrative Leadership Behaviors and Teacher Retention in Christian Schools. *Journal of Research on Christian Education*. 26. 44-55. 10.1080/10656219.2017.1282903.
- [3] Parveen, Khalida & Quang, Phuc & Kumar, Tribhuwan & Shah, Akhter. (2022). Impact of Principal Leadership Styles on Teacher Job Performance: An Empirical Investigation. *Frontiers in Education*. 7. 1-12. 10.3389/educ.2022.814159.
- [4] Parveen, K., Kumar, T., & Shah, A. H. (2022). Impact of Principal Leadership Styles on Teacher Job Performance: An Empirical Investigation. *Frontiers in Education*, 7, 814159. <https://doi.org/10.3389/educ.2022.814159>.

- [5] Redan, Basilius & Author, Werang & Lena, Lukas. (2014). Relationship between principal's leadership, school organizational climate, and teachers' job performance at state senior high schools in Merauke Regency-Papua-Indonesia. *International Journal of Science and Research*. 2. 635-640.
- [6] Sebastian, J., Allensworth, E., & Huang, H. (2016). The Role of Teacher Leadership in How Principals Influence Classroom Instruction and Student Learning. *American Journal of Education*. <https://doi.org/0195-6744/2016/12301-0003>\$10.00.
- [7] Salehi, H., Taghavi, E., & Yunus, M. M. (2015). Relationship between teachers' job satisfaction and their attitudes towards students' beliefs and motivation. *English Language Teaching*, 8(7), 46–61. <https://doi.org/10.5539/elt.v8n7p46>.

AUTHOR'S PROFILE



RENE JONH T. MADALAG

Rene Jonh T. Madalag, known as teacher Rain, graduated at Osmeña Colleges in 2018 with the degree Bachelor of Secondary Education major in English as one of the distinguished graduates and finished his Master's Degree, Master of Arts in Teaching English, in the same school. He is currently enrolled in Doctor of Philosophy in Educational Management at Masbate Colleges. In the same institution, he is a part-time faculty in the College of Education.

He is a public-school teacher in Panique National High School. In his journey, he has received different awards both and academic and extracurricular. Also, he has been a winning coach and a school paper adviser since he started his teaching career in private schools. His dream to become a well-known writer is influenced by his aspiration of showcasing the culture of Masbate to the whole country.



JOVEL B. RAPSING

Jovel B. Rapsing is an alumna of Osmeña Colleges where she obtained her Bachelor of Secondary Education major in English in 2018. As her heart incessantly seeks professional and personal growth, she pursued and completed her Mater of Arts in Teaching English in the same institution in 2021. She is currently pursuing her studies as she is currently enrolled in Doctor of Philosophy in Educational Management at Masbate Colleges.

She is a passionate teacher in Lagta National High School and the adviser of School Paper Publication. She is a part-time faculty in the College of Education at Masbate Colleges. Her passion in writing was recognized when she won Division Story Book Writing Competition and is continuously upskilling her art for writing, both academic and non-academic paper. Her goal is to give impact to the lives of the children through her masterpiece.



BRYAN IGNACIO

Bryan Ignacio is an alumnus of DEBESMSCAT where he obtained her Bachelor of Science in Computer Science in 2014. He earned units in education to be able to take the BLEPT and was able to pass it in 2015. As he continuously seeks for professional growth, he took his Master of Arts in Teaching Mathematics in Osmena Colleges and finished it in 2022.

Now, he is a Master Teacher in Panique National High School supervising the mathematics department. Currently, he is enrolled in Doctor of Philosophy in Educational Management in Masbate Colleges. He believes that real education comes with the application of right attitude, living, and mind set.



RENE JONH T. MADALAG

Sanny S. Maglente, LIB, PhD, DHum, DRes is an entrepreneur, researcher, educational leader and a multi-awarded educator.

His scholastic achievements have brought him to the limelight of brilliant minds: valedictorian in high school, magna cum laude in his AB Political Science with several units in Education at Masbate Colleges, excellent in oral defense in Master in Public Administration at Osmeña Colleges, and summa cum laude in his PhD in Educational Management degree at Masbate Colleges. He likewise obtained his Bachelor of Laws at Southern Bicol Colleges and has completed the academic requirements leading to the degree of Doctor of Education.

Also, he has been an active member of different educational organizations which basically concern about the advancement of the Philippine education.