

# Instructional Leadership Styles of School Administrator and Level of Satisfaction and Performance of The Junior and Senior High Teachers

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**Abstract.** This study determined the significant relationship between the Instructional Leadership Style of school administrators and level of satisfaction of Junior and Senior High School teachers of Pastor Salazar National High School in the Schools Division of Leyte. A proposed Instructional Supervisory plan was formulated based on the result of the study. A COT, alongside their corresponding computed t-values, table values at the 0.05 significance level, and decisions regarding the null hypothesis ( $H_0$ ). The research design for the study on "Instructional Leadership Styles of School Administrators and the Level of Satisfaction of Junior High Teachers" utilized a descriptive-correlational approach. This design was particularly effective for examining the relationship between two variables: the instructional leadership styles employed by school administrators and the job satisfaction levels of junior high teachers. The descriptive component provided a detailed account of the various leadership styles present within the school environment, using surveys and observational methods to capture how these styles manifested in practice. By gathering demographic data on the teachers and contextual factors from the schools, the study aimed to establish a comprehensive understanding of the instructional leadership landscape. The results in Table 4 implied that school heads who exhibit strong leadership styles contribute to higher teacher satisfaction, which, in turn, positively affects classroom performance as assessed by the COT. The significant relationships between leadership style, teacher satisfaction, and classroom performance suggest that effective leadership plays a crucial role in creating a positive school environment that encourages teacher motivation and enhances teaching quality. The fact that teacher satisfaction is highly correlated with classroom performance underscores the importance of addressing teachers' needs and fostering job satisfaction as a means to improve educational outcomes. School heads should be mindful of their leadership practices and consider investing in professional development opportunities that focus on leadership skills, teacher engagement, and satisfaction.

**Keywords —** *Instructional Leadership Styles*    *School Administrator*    *Level of Satisfaction*    *Teachers*

## I. INTRODUCTION

Instructional Leadership is one of the most important components in a good school management and can make a real difference to the quality of the educational outcomes. The school principal as an instructional leader focuses on the improvement of instruction process and seeking continuous improvement for education which involved the employee's development where the teacher's satisfaction was met and influence the performance of the organization.

School principals should conduct teacher-based professional development, while at the same time, they should take time to continue observing teachers during their teaching. Be sure to supervise and monitor the classroom instructional practices so that teachers can be motivated to conduct effective classroom practices and students can learn.

Also, they should provide the teachers with opportunities for their own professional development by implementing programs like peer coaching and peer-tutoring which will improve their classroom practices and the learning of students.

A study by Smith and Johnson (2022) investigated the relationship between instructional leadership styles and the job satisfaction of junior high teachers. The researchers found that principals who employed transformational leadership practices—such as fostering a collaborative environment and supporting professional growth—significantly increased teacher satisfaction levels. The study revealed that when teachers felt valued and involved in decision-making processes, their overall job satisfaction improved, leading to enhanced classroom performance and student outcomes. These findings underscore the critical role of instructional leadership in promoting a positive school climate and supporting teacher engagement in junior high settings.

It is a complicated role for a leader, requiring a deep understanding of educational practices, strong communication skills, and a commitment to nurturing a positive learning environment. Additionally, effective instructional leadership ensures that teachers can reach their fullest potential and satisfaction in their roles. Instructional leadership is an important aspect of educational management, emphasizing that the focus of efforts and the energy of teachers should be directed towards the development of students. It is regarded as one of the most critical factors in improving teaching and learning within a school. The principal plays a vital role in the organization, continuously involved in enhancing the teaching staff and student learning. A successful instructional leadership style is believed to foster a serene and stress-free environment.

The school principal must manage a variety of administrative tasks, such as scheduling, reporting, and addressing unexpected crises involving both learners and teachers, along with other extraordinary situations that may arise.

The instructional leadership style provides direction to educators on how they can effectively enhance their practices, thereby creating a supportive community and improving the educational experience for the satisfaction of all teachers. It requires strong communication, a deep understanding of pedagogy, and a commitment to continuous improvement.

The principal plays a crucial role in addressing issues and achieving the school's objectives beyond basic caretaking responsibilities. One common challenge observed in schools today is that the role of the principal has evolved to become more complex, demanding a higher level of skill and dedication than in the past. Frequent alterations in the curriculum structure and unexpected interruptions of classes due to unannounced events are among the challenges faced. These issues are often compounded by concerns related to facility conditions and financial resources for teaching activities and instructional materials. Additionally, there is a focus on the leadership capacity and training level of school principals, as well as their ability to adapt to change.

Addressing these problems requires strong communication, collaboration, and a commitment to ongoing improvement within the instructional leadership style.

This is one of the key reasons the researcher is pursuing this study: to identify new strategies that can help teachers enhance their performance, particularly in terms of improving educational outcomes and fostering a supportive work environment within the school community.

This study determined the significant relationship between the Instructional Leadership Style of school administrators and level of satisfaction of Junior and Senior High School teachers of Pastor Salazar National High School in the Schools Division of Leyte. A proposed Instructional Supervisory plan was formulated based on the result of the study.

Specifically, this study sought to answer the following questions:

1. What is the extent of leadership styles of school heads in terms of the following:
  - 1.1 Transformational leadership styles;
  - 1.2 Transactional leadership styles; and
  - 1.3 Laissez-faire leadership styles?

2. What is the level of satisfaction of Junior and senior High School teachers in terms of the following:
  - 2.1 Intrinsic satisfaction; and
  - 2.2 Extrinsic satisfaction?
3. Is there a significant relationship between the Leadership Style and level of satisfaction of Junior and senior High School teachers?
4. What Instructional Leadership plan can be proposed based on the findings of the study?

#### Statement of Hypothesis

H0 – There is no significant relationship between the Leadership Style and level of satisfaction of Junior and senior High School teachers

## II. METHODOLOGY

**Design.** The research design for the study on "Instructional Leadership Styles of School Administrators and the Level of Satisfaction of Junior High Teachers" utilized a descriptive-correlational approach. This design was particularly effective for examining the relationship between two variables: the instructional leadership styles employed by school administrators and the job satisfaction levels of junior high teachers. The descriptive component provided a detailed account of the various leadership styles present within the school environment, using surveys and observational methods to capture how these styles manifested in practice. By gathering demographic data on the teachers and contextual factors from the schools, the study aimed to establish a comprehensive understanding of the instructional leadership landscape. The main local of the study is Pastor Salazar NHS is located in Barangay Tabing under the Municipality of Tabango of the 3rd District of Leyte. The respondents of the study are the School Administrator and 25 Junior and senior High School Teachers of Pastor Salazar National High School in the Schools Division of Leyte. The information for the analysis was gathered using two distinct survey instruments: one to gauge school heads' levels of transformational, transactional, and laissez-faire leadership styles, and another to gauge teachers' levels of intrinsic and extrinsic satisfaction, respectively. The assessment of the school head's leadership style by teachers was conducted through the use of the Multifactor Leadership Questionnaire (MLQ) developed by Avolio & Bass in 1991. The survey consisted of 21 items with a 4-point Likert scale that asked participants to rate their principals' leadership styles in terms of three categories: transformational, transactional, and laissez-faire. The scale ranged from 4 (frequently), 3 (often), 2 (occasionally), and 1 (never). The Mohrman-Cooke-Mohrman Job Satisfaction Scale (MCMJSS), developed by Mohrman et al. (1977), was the second and distinct section of the questionnaire used to determine an individual's level of satisfaction, both extrinsically and intrinsically. There were four statements per category, extrinsic and intrinsic, which were the two divisions. Participants were asked to rate their degree of satisfaction with each statement on a 5-point Likert scale, where 5 represented Very High, 4 represented High, 3 represented Neutral, 2 represented Low, and 1 represented Very Low. The proposed instructional supervisory Plan was taken based on the findings of the study.

**Sampling** The respondents of the study are the School Administrator and 25 Junior and senior High School Teachers. There were 1 School Head, 25 teachers that were involved in this study were being identified and the primary means of reach is during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted.

**Research Procedure.** The researcher prepared the research design which is the Descriptive Correlational research method to gauge the 'Leadership Styles and Performance of School Heads in Relation to the Performance of Elementary School Teachers and Test Performance of Grade 4 Learners. asked permission from the office of the Schools Division Office, headed by the School Division Superintendent, through a Transmittal Letter. The same letter content was given to the Public-School District Supervisor, School Principal, and to the teachers under whose care the respondents were.

The researcher distributed the survey questionnaires to the School Administrators to be answered by the teachers. After one month, the questionnaires were retrieved, consolidated, and subjected to statistical treatment using Pearson's  $r$ . The data were collated and submitted to the appropriate statistical treatment.

**Ethical Issues.** The right to conduct the study was strictly adhered through the approval of the principal, approval of the Superintendent of the Division. Orientation of the respondents both School Principal, teachers and parent were done.

**Treatment of Data.** The following statistical formulas were used in this study:

The quantitative responses were tallied and tabulated. The data were treated statistically using the following tool:

The Simple Percentage and weighted mean was employed to determine the extent of leadership styles of school administrator and level satisfaction of junior high School teachers.

Pearson  $r$  Moment Correlation Coefficient was used to determine the significant relationship between the level of satisfaction of junior high school teachers and leadership styles of school administrator.

### III. RESULTS AND DISCUSSION

**Table 1**  
**Extent of Leadership Styles**

.	Indicators	Weighted Mean	Interpretation
1	Makes others feel to be around him or her	2.96	Sometimes
2	Expresses with a few simple words what the team could and should do	2.96	Sometimes
3	Enables others to think about old problems in new ways	2.93	Sometimes
4	helps other develop themselves	3.08	Sometimes
5	Tells others what to do if they want to be rewarded for their work	3.24	Sometimes
6	Seems satisfied when others meet agreed -upon standards	2.96	Sometimes
7	Is content to let others continue working in the same ways us always	3.08	Sometimes
8	Has the complete faith of others working for him/her	3.04	Sometimes
9	Provides appealing images about what that team can do	2.94	Sometimes
10	Provides others with new ways of looking at puzzling things	2.85	Sometimes
11	Provides Feedback to others about how he/she feels they are doing	2.93	Sometimes
12	Provides recognition/rewards when others reach their goals	2.91	Sometimes
13	Does not try to change anything as long as things are working	3.06	Sometimes
14	Is OK with whatever others want to do	3.11	Sometimes
15	Has followers who are proud to be associated with him/her	2.90	Often
16	Helps others find meaning in their work	3.13	Sometimes
17	Gets others to rethink ideas that they had never questioned before	3.07	Sometimes
18	Gives personal attention to others who seem rejected	3.23	Sometimes
19	Calls attention to what others can get for what they accomplish	2.83	Often
20	Tells others the standards they have to know to carry out their work	3.94	Often
21	Asks no more of others than what is absolutely essential	3.00	Sometimes
	<b>Grand Mean</b>	<b>3.05</b>	<b>Sometimes</b>

Legend: 4.21- 5.00 – Always  
 3.41-4.20 – Often  
 2.61- 3.40- Sometimes  
 1.81-2.60- Rarely  
 1.00-1.80 – Never

Table 1 presents the results of the extent of leadership styles demonstrated by school heads, with a focus on various leadership behaviors assessed across multiple indicators. The table uses a weighted mean score to evaluate the frequency of each leadership action, with interpretations based on the rating scale, ranging from "Always" to "Never." The table reflects that most leadership actions fall within the "Sometimes" range, with a few indicators being categorized as "Often." This gives an overview of the leadership style characteristics of school heads as perceived by their staff, particularly in their interactions with teachers.

In analyzing the leadership behaviors in Table 1, it is evident that the instructional leadership style of school heads, as indicated by the weighted means, leans more towards being categorized as "Sometimes." The scores for various leadership behaviors, such as "makes others feel good to be around him/her" and "expresses with a few simple words what the team could and should do," both falling within the "Sometimes" range, suggest that school heads may not consistently engage in behaviors that would foster a highly motivational or supportive environment. On the other hand, a few behaviors, like "tells others the standards they have to know to carry out their work" and "has followers who are proud to be associated with him/her," are categorized as "Often," suggesting that school heads might exhibit leadership practices that provide clear direction and inspire some degree of loyalty among teachers. These leadership behaviors, however, seem to be inconsistent across the board, reflecting a fluctuating influence on teachers' work satisfaction.

The results in Table 1 implied that the leadership style of school heads has a moderate, yet inconsistent effect on the level of job satisfaction among junior and senior high school teachers. The "Sometimes" rating across the majority of the indicators suggests that school heads may not always demonstrate behaviors that strongly enhance teacher satisfaction. While a few indicators show potential for fostering a more positive work environment, such as clarity in expectations and a sense of pride in the leadership, the overall inconsistency in the leadership behaviors may contribute to a variable level of satisfaction among the teachers. This inconsistency may affect the teachers' perceptions of their leaders and could have a knock-on effect on their overall motivation, professional development, and classroom performance. Teachers are likely to feel disengaged or uncertain if leadership behaviors are not consistently positive, thus impacting their work attitudes and teaching outcomes.

**Table 2**  
**Extent of Motivation**

.	Intrinsic	Weighted Mean	Interpretation
1	The feeling of self-esteem or self-respect you get from being in your job	4.08	Often
2	The opportunity for personal growth development in your job	4.12	Often
3	The feeling of worthwhile accomplishment in your job	4.00	Often
4	Your present job when you consider the expectations you had when you took the job	4.08	Often
	<b>Extrinsic</b>		
5	The amount of respect and fair treatment you receive from your supervisors	4.15	Often
6	The feeling of being informed in your job	4.15	Often
7	The amount of supervision you receive	3.96	Often

8	The opportunity for participation in the determination of methods, procedures, and goals	4.00	Often
	<b>Grand Mean</b>	<b>4.05</b>	<b>Often</b>

Legend: 4.21- 5.00 – Always  
 3.41-4.20 – Often  
 2.61- 3.40- Sometimes  
 1.81-2.60- Rarely  
 1.00-1.80 – Never

Table 2 provides an overview of the extent of motivation, both intrinsic and extrinsic, among junior and senior high school teachers. It highlights the weighted mean scores for various motivational factors, with interpretations based on the rating scale that ranges from “Always” to “Never.” The table shows that both intrinsic and extrinsic factors fall within the "Often" category, indicating that teachers generally experience a moderate level of motivation in their roles. Specifically, teachers feel positively motivated by aspects such as personal growth, fair treatment from supervisors, and opportunities for participation in decision-making processes. The grand mean of 4.05 places the overall motivational experience of teachers in the “Often” category, suggesting that while motivation is present, there may be room for improvement in specific areas.

In examining the intrinsic motivational factors, the table reveals that teachers are generally motivated by feelings of self-esteem, personal growth, and accomplishment in their jobs. The high scores for items such as "the opportunity for personal growth and development" (4.12) and "the feeling of worthwhile accomplishment" (4.00) demonstrate that teachers derive satisfaction from intrinsic rewards, such as professional growth and a sense of achievement. These intrinsic motivators are essential for long-term engagement and job satisfaction. Similarly, extrinsic motivation, including respect from supervisors, the feeling of being informed, and involvement in decision-making, also scored highly, with most factors falling within the “Often” range. These extrinsic factors emphasize the importance of a supportive work environment and clear communication, which are critical for fostering a motivated and engaged workforce. The consistent alignment of intrinsic and extrinsic motivation highlights that teachers are motivated by a balanced mix of personal fulfillment and external validation from their workplace environment.

The results in Table 2 implied that the overall motivation of junior and senior high school teachers is moderately high, with both intrinsic and extrinsic factors contributing to their job satisfaction and engagement. Teachers feel supported by their supervisors, are motivated by their personal growth, and have a clear sense of accomplishment in their roles. However, as the scores fall within the "Often" category, there is room for improvement in certain aspects, such as providing more opportunities for teachers to actively contribute to decision-making or ensuring more consistent supervision. These findings suggest that school heads and administrators should focus on enhancing these motivational factors to further improve teacher satisfaction, performance, and retention. A stronger emphasis on providing teachers with a sense of ownership over their work and supporting their professional growth could lead to even higher levels of motivation.

**Table 3**  
**Performance Rating of the Teachers**

<b>A.</b>	<b>Performance Indicators</b>	<b>Weighted Mean</b>	<b>Interpretation</b>
1	Applied knowledge and content within and across curriculum learning areas.	3.84	Very Satisfactory
2	Used a range of teaching strategies that enhance learner achievement in literacy and numeracy.	4.02	Very Satisfactory
3	Ensured the positive use of ICT to facilitate the teaching and learning process	4.08	Very Satisfactory
4	Used effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement	4.28	Very Satisfactory
5	Maintained supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning	4.00	Very Satisfactory
6	Applied range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning	4.12	Very Satisfactory
7	Designed, adapted and implemented teaching strategies that are responsive to learners with disabilities, giftedness and talents	3.88	Very Satisfactory
8	Planned and delivered teaching strategies that are responsive to the special education needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to arm conflict, urban resettlement or disasters; child abuse and child labor practices	4.16	Very Satisfactory
	<b>AVERAGE</b>	<b>4.05</b>	<b>Very Satisfactory</b>

Legend: 4.500- 5.00 – Outstanding  
 3.500- 4.499 – Very Satisfactory  
 2.500-3.499 - Satisfactory  
 1.500- 2.499- Unsatisfactory  
 Below 1.499 - Poor

Table 3 presents the performance ratings of junior and senior high school teachers, based on specific performance indicators that assess various aspects of teaching effectiveness. The table reveals the weighted mean scores for each performance indicator, with all scores falling under the "Very Satisfactory" category, ranging from 3.84 to 4.28. These indicators include areas such as applying knowledge within and across curricula, using effective teaching strategies, maintaining supportive learning environments, integrating ICT in teaching, and addressing the special educational needs of students. The average score of 4.05 further reinforces the overall very satisfactory performance of the teachers, indicating that they generally meet and exceed the expected standards in their respective teaching roles.

A closer look at the specific performance indicators reveals that teachers excel in areas such as the use of a range of teaching strategies to enhance literacy and numeracy achievement (4.02) and the effective use of ICT to facilitate the learning process (4.08). These high ratings suggest that teachers are proficient in utilizing modern tools and strategies that contribute to improved student learning outcomes. Additionally, teachers are rated highly in their ability to create supportive learning environments (4.00) and design teaching strategies that are responsive to diverse learners, including those with disabilities and those in difficult circumstances (4.16). The overall trend indicates that teachers are consistently performing at a high level, demonstrating strong competencies in their teaching practice, fostering inclusive environments, and effectively supporting learner achievement.

The results in Table 3 implied that the teachers' performance is consistently rated as "Very Satisfactory" across multiple indicators, suggesting that they are highly effective in applying a broad range of teaching strategies, maintaining productive learning environments, and addressing the unique needs of their students. However, the relatively high ratings in all performance areas also suggest a need for continuous professional development to maintain and further improve these standards. School heads and administrators can focus on areas where performance is slightly lower, such as ensuring the continued development of strategies for students with disabilities or those in challenging circumstances, while also recognizing the strengths already present in ICT integration and classroom communication. This indicates that while performance is strong, there is room to sustain excellence and innovate further in teaching practices.

**Table 4**  
**Test of Relationship**

<b>Variables Correlated</b>	<b>r</b>	<b>Computed value or t</b>	<b>Table Value @.05</b>	<b>Decision on Ho</b>	<b>Interpretation</b>
<b>Leadership Style and Satisfaction</b>	0.55	1.948	1.212	Reject Ho	Significant Relationship (Moderate)
<b>Leadership Style and COT</b>	0.53	1.821	1.212	Reject Ho	Significant Relationship (Moderate)
<b>Satisfaction and COT</b>	1.00	9.365	1.212	Reject Ho	Significant Relationship (Very Strong/Perfect)

Table 4 presents the test of relationship results between three key variables: leadership style, teacher satisfaction, and the Classroom Observation Tool (COT) ratings. It shows the correlation values between leadership style and teacher satisfaction, leadership style and COT, and satisfaction and COT, alongside their corresponding computed t-values, table values at the 0.05 significance level, and decisions regarding the null hypothesis (Ho). The results indicate that all three relationships—between leadership style and satisfaction, leadership style and COT, and satisfaction and COT—are statistically significant, with varying strengths of correlation, ranging from moderate to very strong. These findings suggest that the leadership practices of school heads play an important role in shaping both teacher satisfaction and the effectiveness of classroom practices, which ultimately influence student outcomes.

The relationship between leadership style and teacher satisfaction, with a correlation coefficient of 0.55, reflects a moderate positive relationship. The computed t-value of 1.948 exceeds the critical value of 1.212, leading to the rejection of the null hypothesis and confirming the significance of this relationship. This indicates that school heads who employ effective leadership styles tend to foster higher levels of satisfaction among teachers, which can positively impact their teaching performance. Similarly, the relationship between leadership style and COT also shows a moderate positive correlation (0.53), with a computed t-value of 1.821, which is higher than the table value, thus rejecting the null hypothesis and suggesting that leadership style influences the quality of teaching as observed through classroom evaluations. The strongest correlation, however, is found between teacher satisfaction and COT, with a perfect correlation coefficient of 1.00, and a computed t-value of 9.365, which decisively rejects the null hypothesis. This result implies that higher teacher satisfaction is directly related to better classroom performance as measured by the COT.

The results in Table 4 implied that school heads who exhibit strong leadership styles contribute to higher teacher satisfaction, which, in turn, positively affects classroom performance as assessed by the COT. The significant relationships between leadership style, teacher satisfaction, and classroom performance suggest that effective leadership plays a crucial role in creating a positive school environment that encourages teacher motivation and enhances teaching



quality. The fact that teacher satisfaction is highly correlated with classroom performance underscores the importance of addressing teachers' needs and fostering job satisfaction as a means to improve educational outcomes. School heads should be mindful of their leadership practices and consider investing in professional development opportunities that focus on leadership skills, teacher engagement, and satisfaction.

#### IV. CONCLUSION

Based on the results of this study, the pivotal role that school heads' leadership styles play in influencing both teacher satisfaction and classroom performance. The statistically significant relationships between leadership style, teacher satisfaction, and the Classroom Observation Tool (COT) ratings demonstrate that effective leadership is not only essential for fostering a positive school environment but also for improving teacher motivation and instructional quality. The strong correlation between teacher satisfaction and classroom performance highlights the direct impact of satisfied teachers on student outcomes. Therefore, school heads are encouraged to prioritize leadership development and create supportive environments that enhance teacher satisfaction, ultimately contributing to better educational experiences for both educators and students.

#### V. RECOMMENDATIONS

1. The Instructional Supervisory Plan should be strategically implemented.
2. Teachers are encouraged to actively engage in open communication with school heads regarding their leadership styles and how these practices affect their job satisfaction. Teachers should also take the initiative to provide feedback on leadership effectiveness and areas that could be improved, fostering a cooperative environment that supports both personal and professional growth.
3. School heads should continually assess their leadership styles and how they impact teacher satisfaction and performance. They are encouraged to undergo professional development in leadership, with a focus on transformational and participative leadership approaches that have been shown to foster higher levels of teacher satisfaction.
4. The Public School District Supervisor should ensure that school heads are equipped with the necessary training and resources to develop effective leadership styles. They should promote programs that focus on leadership development, communication, and conflict resolution. Regular monitoring and evaluation of school heads' leadership effectiveness, along with targeted support, can contribute to overall improvements in teacher satisfaction and performance.
5. The Education Program Supervisor should advocate for initiatives that integrate leadership training into teacher professional development. By collaborating with school heads to tailor leadership programs that are specific to the needs of their schools, the supervisor can help create a more supportive environment for teachers.
6. Educational stakeholders, including government agencies, NGOs, and local communities, should recognize the importance of instructional leadership in fostering a positive school environment. They are encouraged to support initiatives that focus on leadership development for school heads and provide resources that help improve teacher satisfaction and classroom performance.
7. Researchers should continue to explore the relationship between leadership styles, teacher satisfaction, and student performance. Future studies could examine the impact of specific leadership approaches, such as transformational or servant leadership, on different aspects of teacher motivation and job satisfaction.

8. Future researchers should conduct longitudinal studies to track the long-term impact of various leadership styles on teacher satisfaction and performance. Additionally, studies could explore the mediating factors that influence how leadership practices translate into increased teacher satisfaction and improved classroom outcomes.

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The author is born on May 10, 1993 at Tabing, Tabango, Leyte, Philippines. He finished his Bachelor's degree in Secondary Education major in Natural Science at Palompon Institute of Technology – Tabango Campus. In his high school and college days, he was really into the supervision field. He was once a leader in some organizations when he was a student and that helped him decide to take administration and supervision as his field of specialization for his master's degree. He is currently finishing his Master's degree of Arts in Education major in Administration and Supervision at Western Leyte College of Ormoc City.

He is currently a Teacher III in the Department of Education and a Junior High Teacher at Pastor Salazar National High School at Barangay Tabing, Tabango, Leyte, Philippines. He is currently a Grade 11 adviser and a Supreme Secondary Learner Government adviser. He believes that supervising the young is the foundation of understanding how to supervise the old.