

School Head's Instructional Leadership Styles in Relation to The Level of Work Satisfaction of The High School Teachers

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Abstract. This study determined the significant relationship between the School Head's Instructional Leadership Practices in relation to the level of work satisfaction of Junior & Senior high school Teachers. A proposed Instructional Supervisory plan was formulated based on the result of the study. This study utilized a descriptive-correlational design to explore the relationship between leadership styles and the level of work satisfaction among junior high school teachers. This approach allowed for a systematic examination of both variables, facilitating the investigation of potential correlations between them. By focusing on these relationships, the study aimed to illuminate how different leadership styles influenced teachers' job satisfaction. Understanding this connection provided valuable insights into the factors that affected both teacher engagement and student achievement. The test of relationship between stress management skills and the extent of satisfaction among junior and senior high school teachers. The table highlights the correlation coefficient (r), computed t-value, table value at a significance level of 0.05, the decision on the null hypothesis (H_0), and the interpretation of the relationship. With a correlation coefficient and a computed t-value, which is significantly higher than the table value, the null hypothesis is rejected. This indicates a strong, significant relationship between stress management skills and the extent of satisfaction among teachers. The interpretation suggests that the better teachers manage stress, the more likely they are to experience higher job satisfaction. The relationship between stress management skills and job satisfaction, it is evident that teachers who are adept at handling stress tend to report higher levels of job satisfaction. Stress management skills, such as maintaining a positive outlook, using coping mechanisms, and managing work-related pressures, enable teachers to better navigate challenges in their professional roles. When teachers are able to manage stress effectively, they are more likely to feel a sense of accomplishment, personal growth, and overall satisfaction in their work. This, in turn, affects their motivation and engagement in the classroom, ultimately benefiting their students' academic outcomes. The findings also underscore the critical importance of equipping teachers with stress management skills as a key element in improving their well-being and satisfaction. The results in Table 3 implied that stress management is an essential factor in enhancing teacher satisfaction. Given that teachers who are skilled in managing stress are more satisfied with their jobs, school leaders and policymakers should prioritize initiatives that support teachers in developing these skills. This could include offering stress management training, providing opportunities for relaxation and mental health support, and creating a work environment that reduces unnecessary pressures on teachers. Such initiatives would not only improve teachers' job satisfaction but also contribute to a more positive school climate, where teachers are more engaged and motivated to perform their duties effectively. The results imply that the variables of resource management—whether human, material, or financial—have a substantial impact on learners' numeracy performance. The very strong relationships with Human and Material Resource Management indicate that well-managed resources, including trained personnel and learning materials, significantly enhance student performance. Furthermore, the strong relationship with Financial Resource Management suggests that the allocation of funds for educational resources is crucial for fostering effective numeracy instruction. While the relationship between COT and numeracy is moderate, it still highlights the importance of classroom management and teaching strategies in improving numeracy skills among Grade 4 learners.

Keywords — *Instructional Leadership Styles* *School Heads* *Work Satisfaction* *Teachers*

I. INTRODUCTION

The relationship between school head leadership practices, teacher work satisfaction, and pupils' numeracy performance is a critical area of investigation in educational research. Effective leadership in schools has been shown to significantly influence various outcomes, including teacher morale and student achievement. As educational institutions strive for excellence, understanding how the leadership styles of school heads impact teachers and, subsequently, student performance becomes essential. This study aims to explore these dynamics to identify strategies that can enhance both teacher satisfaction and student outcomes in numeracy.

Research indicates that school leaders who employ supportive and transformational leadership practices create an environment conducive to teacher satisfaction and motivation. When teachers feel valued and supported, they are more likely to engage in effective instructional practices, fostering a positive learning environment for their pupils. By examining the specific leadership practices that correlate with higher levels of teacher satisfaction, this study seeks to provide insights that can inform professional development and administrative strategies within schools.

Choosing to study school heads' administrative and instructional supervisory skills in relation to teachers' task performance is driven by a range of practical and impactful considerations, particularly in improving educational systems.

Schools often rely on the competencies of their leaders to drive teacher performance. As a professional, you recognize that highlighting areas of strength and gaps in school heads' supervisory skills can guide policymakers and educational institutions in designing more effective leadership training initiatives that enhance school heads' capacities to support and improve teachers' task performance.

There is a growing recognition of the critical role that school leadership plays in influencing student achievement. By examining how school heads' skills directly impact teachers' tasks, your research will address a key gap in understanding how leadership practices translate into measurable teaching outcomes. This has the potential to drive reforms in school leadership practices, benefiting the educational system at large.

Studying this topic allows for a critical examination of how leadership shapes teacher performance, contributes to organizational success, and enhances the overall quality of education. It informs leadership training, teacher support, and policy decisions that can significantly impact school performance and student outcomes.

In studying the relationship between school heads' administrative and instructional supervisory skills and teachers' task performance, several challenges or problems might arise. These challenges could affect data collection, analysis, or the interpretation of the results.

One problem could be the subjectivity in Performance Evaluation. This is because teacher performance and school heads' leadership skills are often subjective, depending on personal perceptions and attitudes. Therefore, different teachers and school heads may have varying interpretations of what constitutes "good" performance or "effective" leadership, making it difficult to create objective measurements. Another problem could be that School Heads and teachers might not provide accurate information during interviews, surveys, or observations due to biases or concerns about confidentiality. Thus, data collected may not truly reflect the real situation, skewing results and reducing the study's validity.

Consequently, this is one of the motivations for the researcher to pursue this study, aimed at discovering new strategies to assist teachers in enhancing their performance, particularly in terms of improving educational outcomes and cultivating a supportive work environment within the school community.

This study determined the significant relationship between the a. School head's Instructional Leadership Practices in relation to the level of work satisfaction of junior & Senior high school Teachers. 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 work 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 Instructional Leadership practices and level of work satisfaction of junior high school teachers;
4. What instructional supervisory plan can be proposed based on the findings of the study?

Statement of Hypothesis

H0 – there is no significant relationship between the Instructional Leadership practices and level of work satisfaction of junior high school teachers.

II. METHODOLOGY

Design. This study utilized a descriptive-correlational design to explore the relationship between leadership styles and the level of work satisfaction among junior high school teachers, as well as the numeracy performance of their students. This approach allowed for a systematic examination of both variables, facilitating the investigation of potential correlations between them. By focusing on these relationships, the study aimed to illuminate how different leadership styles influenced teachers' job satisfaction. Understanding this connection provided valuable insights into the factors that affected both teacher engagement and student achievement. The main local of the study is in Matag-ob National High School in Leyte, Philippines in the Division of Leyte. The respondents of the study were the School Administrators, 60 teaching staff with 12 males and 48 females of the three Secondary schools in Matag-ob District. The research instruments used in the study are the two (2) 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 were conducted through the use of the Multifactor Leadership Questionnaire (MLQ) developed by Avolio & Bass in 1991. The survey consists of 21 items with a 4-point Likert scale that asks participants to rate their principals' leadership styles in terms of three categories: transformational, transactional, and laissez-faire. The scale ranges from 4 (frequently), 3 (often), 2 (occasionally), and 1 (never). The Mohrman-Cooke-Mohrman Job Satisfaction Scale (MCMJSS), developed by Mohrman et al. (1977), were the second and distinct section of the questionnaire used to determine an individual's level of satisfaction, both extrinsically and intrinsically. There are four statements per category, extrinsic and intrinsic, which are the two divisions. Participants will be asked to rate their degree of satisfaction with each statement on a 5-point Likert scale, where 5 represents Very High, 4 represents High, 3 represents Neutral, 2 represents Low, and 1 represents Very Low. The proposed instructional supervisory Plan was taken based on the findings of the study.

Sampling The respondents of the study were the School Heads (3) and Secondary Teachers (60) 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 In order to gather the necessary data in 1 month (30 days), the researcher 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 the teachers. 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 . Data were collated and submitted for appropriate statistical analysis.

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 heads and level satisfaction of teachers and numeracy performance of learners.

Pearson r Moment Correlation Coefficient was used to determine the significant relationship between the level of satisfaction of teachers and leadership styles of school heads and numeracy performance of teachers.

III. RESULTS AND DISCUSSION

TABLE I
EXTENT OF LEADERSHIP STYLES

| | Indicators | Weighted Mean | Interpretation |
|----|--|----------------------|-----------------------|
| 1 | Makes others feel good to be around him/her | 2.54 | Always |
| 2 | Expresses with a few simple words what the team could and should do | 2.74 | Always |
| 3 | Enables others to think about old problems in new ways | 2.64 | Always |
| 4 | Helps others develop themselves | 2.71 | Always |
| 5 | Tells others what to do if they want to be rewarded for their work | 2.66 | Always |
| 6 | Seems satisfied when others meet agreed-upon standards | 2.54 | Always |
| 7 | Is content to let others continue working in the same ways as always | 2.41 | Always |
| 8 | Has the complete faith of others working for him/her | 2.51 | Always |
| 9 | Provides appealing images about what the team can do | 2.51 | Always |
| 10 | Provides others with new ways of looking at puzzling things | 2.64 | Always |
| 11 | Provides feedback to others about how he/she feels they are doing | 2.48 | Always |
| 12 | Provides recognition/rewards when others reach their goals | 2.80 | Always |

| | | | |
|----|--|-------------|---------------|
| 13 | Does not try to change anything as long as things are working | 2.48 | Always |
| 14 | Is OK with whatever others want to do | 3.58 | Always |
| 15 | Has followers who are proud to be associated with him/her | 2.41 | Always |
| 16 | Helps others find meaning in their work | 2.87 | Always |
| 17 | Gets others to rethink ideas that they had never questioned before | 2.54 | Always |
| 18 | Gives personal attention to others who seem rejected | 2.51 | Always |
| 19 | Calls attention to what others can get for what they accomplish | 2.46 | Always |
| 20 | Tells others the standards they have to know to carry out their work | 2.75 | Always |
| 21 | Asks no more of others than what is absolutely essential | 2.74 | Always |
| 22 | The opportunity for participation in the determination of methods, procedures, and goals | 2.49 | Always |
| | Grand Mean | 3.76 | Always |

Legend: 3.26- 4.00 – Always
 2.51-3.25 – Often
 1.76- 2.50- Sometimes
 1.00-1.75- Never

Table 1 presents the results of the extent of leadership styles practiced by school heads, as measured by various indicators. The indicators include actions and behaviors such as making others feel good to be around them, expressing ideas in simple terms, enabling others to think creatively, helping others develop, and providing recognition or rewards when others meet goals. All indicators were rated as "Always," with a grand mean of 3.76, indicating a consistent and frequent demonstration of these leadership behaviors by the school heads.

The results suggest that school heads consistently engage in leadership behaviors that are likely to positively influence their staff. The indicators reveal a school leadership style that prioritizes the well-being of teachers and encourages their professional growth. School heads frequently provide recognition, promote creative thinking, and ensure clear communication. These actions may contribute to a positive and supportive school environment that fosters teacher satisfaction. For example, the school heads' ability to help others develop, provide new ways of thinking, and offer personal attention to teachers, especially when they feel rejected, contributes to a more engaged and satisfied workforce. The relatively high ratings across all indicators indicate that school heads frequently engage in leadership practices that are both motivating and supportive.

The results in Table 1 implied that the leadership style of school heads plays a significant role in fostering a positive work environment for teachers. School heads who exhibit these behaviors create an atmosphere of trust and respect, which is conducive to high levels of job satisfaction among teachers. These leadership practices are essential in retaining experienced and motivated teachers, which, in turn, can positively affect the quality of teaching and learning in the school. The "Always" ratings of the leadership practices indicate that these behaviors are ingrained in the school heads' daily operations and are likely contributing to the high level of teacher satisfaction.

TABLE 1-B
Extent of Satisfaction of JHS AND SHS Teachers

| . | Intrinsic | Weighted Mean | Interpretation |
|---|--|----------------------|-----------------------|
| 1 | The feeling of self-esteem or self-respect you get from being in your job | 4.03 | Often |
| 2 | The opportunity for personal growth development in your job | 4.16 | Often |
| 3 | The feeling of worthwhile accomplishment in your job | 3.98 | Often |
| 4 | Your present job when you consider the expectations you had when you took the job | 3.54 | Often |
| | Extrinsic | | |
| 5 | The amount of respect and fair treatment you receive from your supervisors | 3.87 | Often |
| 6 | The feeling of being informed in your job | 3.79 | Often |
| 7 | The amount of supervision you receive | 3.64 | Often |
| 8 | The opportunity for participation in the determination of methods, procedures, and goals | 3.93 | Often |
| | Grand Mean | 3.87 | Often |

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 presents the extent of satisfaction of Junior and Senior High School (JHS and SHS) teachers, focusing on both intrinsic and extrinsic factors. The table evaluates various indicators that contribute to teachers' job satisfaction, such as self-esteem, personal growth, job accomplishment, and supervisor treatment. Based on the weighted means of these indicators, it is clear that teachers generally experience an "often" level of satisfaction, with a grand mean of 3.87. This suggests that teachers feel relatively positive about their work, but there are areas where improvements can be made to further enhance their satisfaction and performance.

The data reveals that intrinsic factors such as self-esteem, personal growth, and job accomplishment are seen as relatively strong motivators, with personal growth receiving the highest mean score of 4.16. Teachers often feel that their jobs provide opportunities for personal development, and they are able to derive a sense of accomplishment from their work. However, the lowest score within the intrinsic factors is for the job expectations compared to when the job was initially taken, which suggests a possible gap between what teachers expected and their actual experience. Extrinsic factors, such as respect and fair treatment from supervisors, communication, and participation in decision-making, also fall within the "often" category, with participation in goal-setting and methods receiving the highest score of 3.93. However, the amount of supervision and the feeling of being informed scored slightly lower, which may indicate a need for more consistent communication and clearer expectations from school leadership.

The results in Table 2 implied that while teachers report a generally positive level of satisfaction, there are still areas that require attention to improve their work experience. The moderate satisfaction with supervision and

communication suggests that school heads may need to provide more guidance and clearer expectations for teachers. Furthermore, the opportunity for teachers to actively participate in decisions regarding school goals and teaching methods is essential for fostering a sense of ownership and autonomy in their work, which could further improve job satisfaction and effectiveness.

TABLE 3
TEST OF RELATIONSHIP

| Variables Correlated | r | Computed value or t | Table Value @.05 | Decision on Ho | Interpretation |
|---|----------|----------------------------|-------------------------|-----------------------|-----------------------------------|
| Stress Management Skills vs Extent of Satisfaction | 0.82 | 4.872 | 2.881 | Reject Ho | Significant Relationship (Strong) |

Table 3 presents the test of relationship between stress management skills and the extent of satisfaction among junior and senior high school teachers. The table highlights the correlation coefficient (r), computed t-value, table value at a significance level of 0.05, the decision on the null hypothesis (H_0), and the interpretation of the relationship. With a correlation coefficient of 0.82 and a computed t-value of 4.872, which is significantly higher than the table value of 2.881, the null hypothesis is rejected. This indicates a strong, significant relationship between stress management skills and the extent of satisfaction among teachers. The interpretation suggests that the better teachers manage stress, the more likely they are to experience higher job satisfaction.

The relationship between stress management skills and job satisfaction, it is evident that teachers who are adept at handling stress tend to report higher levels of job satisfaction. Stress management skills, such as maintaining a positive outlook, using coping mechanisms, and managing work-related pressures, enable teachers to better navigate challenges in their professional roles. When teachers are able to manage stress effectively, they are more likely to feel a sense of accomplishment, personal growth, and overall satisfaction in their work. This, in turn, affects their motivation and engagement in the classroom, ultimately benefiting their students' academic outcomes. The findings also underscore the critical importance of equipping teachers with stress management skills as a key element in improving their well-being and satisfaction.

The results in Table 3 implied that stress management is an essential factor in enhancing teacher satisfaction. Given that teachers who are skilled in managing stress are more satisfied with their jobs, school leaders and policymakers should prioritize initiatives that support teachers in developing these skills. This could include offering stress management training, providing opportunities for relaxation and mental health support, and creating a work environment that reduces unnecessary pressures on teachers. Such initiatives would not only improve teachers' job satisfaction but also contribute to a more positive school climate, where teachers are more engaged and motivated to perform their duties effectively.

IV. CONCLUSION

Based on the results of this study, the findings suggest that there is a significant and strong relationship between stress management skills and the level of job satisfaction among junior and senior high school teachers. Teachers who are able to manage stress effectively tend to experience higher job satisfaction, which positively impacts their motivation, engagement, and overall performance. This highlights the importance of fostering stress management skills among educators, as these skills enable them to navigate professional challenges more effectively, resulting in a more positive and productive teaching experience. Therefore, it is essential for school leaders and policymakers to prioritize stress management initiatives, creating an environment that supports teachers' well-being and enhances their job satisfaction, ultimately benefiting both teachers and students.

V. RECOMMENDATIONS

1. The Instructional Supervisory Plan should be strategically implemented.
2. Teachers are encouraged to engage in continuous self-reflection and participate in professional development opportunities to improve their teaching practices. By enhancing their instructional skills, teachers can contribute to a positive learning environment and experience greater job satisfaction.
3. School heads should adopt an instructional leadership style that is supportive, transparent, and collaborative. Offering regular feedback, providing constructive criticism, and celebrating achievements can positively influence teachers' work satisfaction.
4. The District supervisors should ensure that school heads are adequately trained in instructional leadership and are equipped with the resources to support their teaching staff effectively. Additionally, creating networks for sharing best practices can help build more robust school communities.
5. Education program supervisors should work with school heads and teachers to ensure that the curriculum is aligned with both the needs of students and the professional growth needs of teachers. Ensuring that the content is relevant and up-to-date will positively influence teacher satisfaction.
6. Stakeholders should collaborate with school heads, teachers, and education program supervisors to identify systemic issues affecting teacher satisfaction and work together to implement policy changes that promote a positive and supportive school climate.
7. Researchers are encouraged to investigate the long-term impact of school heads' instructional leadership on teacher satisfaction and student outcomes. Longitudinal studies would provide valuable insights into how leadership practices evolve over time and their effects on school culture.
8. Future researchers should explore the relationship between teacher motivation, engagement, and leadership practices. Investigating how specific leadership styles directly affect teachers' emotional engagement will deepen our understanding of effective school leadership.

ACKNOWLEDGEMENT

The researcher wishes to express her profound gratitude to the following who had contributed to the success of the study:

Dr. Bryant C. Acar, Chairman, for his encouragement and untiring effort in improving the study;

Dr. Elvin H. Wenceslao, the writer's research adviser for his valuable suggestions, full support and encouragement;

Dr. Jasmine B. Misa and Dr. Annabelle A. Wenceslao, as members of the Panel of Examiners for giving their professional suggestions and recommendation for the realization of this study;

Dr. Careyna R. Masbang, Schools District Supervisor, for giving permission to conduct the study in Matag-ob National High School, Sta. Rosa National High School, Matag-ob Stand Alone Senior High School, all in Matag-ob District.

To the respondents of MNHS, SRNHS, MSASHS teachers, for their honesty and cooperation in completing the data needed.

The researcher's husband, Dr. Jonathan S. Batusin, her daughters Akisha Coleen, Nathalie Ayesha and Yllianah Nicole, whose unconditional love and understanding inspired her to finish this book;

The researcher's friend, Mrs. Karen G. Laurente, the one who kept on pushing her to finish her graduate studies despite having small kids and working full time. To the MNHS Math Department,

Ma'am Venus, Ma'am Rosalinda and Ma'am Joy for the support in any way they can. To teacher Ann Donato, who was always willing to lend a hand every time there is a need for him to rush to Western Leyte College to process some papers needed.

Above all, to God Almighty for the blessings and opportunity given to be able to pursue the graduate studies thus gaining professional development. More importantly, thanks to His guidance and enlightenment.

To all those who helped make this research paper done.

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