

# Level and Influence of Transformational Leadership on the Job Satisfaction of Public Elementary School Teachers in Mallig, Isabela

Carlo H. Luczon<sup>1</sup>

<sup>1</sup> Northeastern College, Philippines

Correspondence: Carlo H. Luczon, Northeastern College, Philippines.

doi:10.63593/RAE.2788-7057.2026.03.001

## Abstract

This study investigated the influence of school heads' transformational leadership on the job satisfaction of public elementary school teachers in Mallig, Isabela. Guided by Bass's Transformational Leadership Theory and Herzberg's Two-Factor Theory, the study determined the levels of transformational leadership and job satisfaction, as well as the relationship between them. A descriptive quantitative research design was employed, involving 106 teacher-respondents from sixteen public elementary schools. Data were collected using validated survey instruments and analyzed through descriptive and inferential statistics. Results revealed high levels of transformational leadership and high job satisfaction among teachers across all dimensions. Findings further showed a significant positive relationship between transformational leadership and teacher job satisfaction, indicating that supportive, visionary, and empowering leadership behaviors contribute to increased teacher morale and fulfillment. The study concludes that transformational leadership is a critical determinant of teacher satisfaction in rural school settings and recommends strengthening leadership development programs that promote motivation, professional growth, and collaborative school culture.

**Keywords:** transformational leadership, job satisfaction, school heads, public elementary teachers, leadership behavior

## 1. Introduction

Effective education depends greatly on the competence, motivation, and satisfaction of teachers. In many education systems today, school leadership is recognized as an important factor affecting teacher performance and school outcomes. Transformational leadership, which focuses on vision, motivation, innovation, and support for staff, has been linked to positive organizational change in schools. Researchers note that transformational leaders can inspire teachers, model good practices, and create an environment that encourages professional growth (Bass & Riggio, 2006; Leithwood et al., 2004).

Previous studies have shown that transformational leadership in schools contributes to improved teacher motivation, engagement, and job satisfaction. School leaders who communicate well, involve teachers in decision-making, and respect their viewpoints are more likely to build trust and commitment within the school community. These leadership behaviors can strengthen school performance, especially in basic education settings, and several studies recommend leadership development programs to enhance these skills among school heads.

Transformational leadership includes four dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. In schools, these leadership practices can influence teacher morale and workplace atmosphere, which may also affect student learning. Among the many outcomes associated with leadership, teacher job satisfaction has received significant attention. Job satisfaction refers to how teachers feel about their work, responsibilities, and workplace conditions. Teachers who are satisfied are more likely to

remain in the profession, perform better, and participate actively in school initiatives, while dissatisfaction may result in stress, low morale, and turnover.

In the Philippine public education system, especially in rural areas like Mallig, Isabela, school conditions and challenges may affect teacher satisfaction. Teachers in rural locations may face limited resources, large workloads, and diverse learner needs. In such contexts, the leadership of the school head becomes important in supporting teacher well-being. DepEd has emphasized the importance of leadership development through policies such as the Philippine Professional Standards for School Heads (DepEd Order No. 24, s. 2020), which align with transformational leadership principles.

Although many international and national studies support the positive effect of transformational leadership on teacher satisfaction, there is limited research focusing on rural Philippine schools. Most studies tend to focus on urban or more developed areas, and may not reflect the experiences of teachers in municipalities such as Mallig. This study addresses this gap by examining the level of transformational leadership among public elementary school heads in Mallig, Isabela, and how it influences teacher job satisfaction. The findings may support leadership improvement plans, inform policy decisions, and help build school environments that promote commitment and professional growth among teachers.

## **2. Statement of the Problem**

This study sought to determine the influence of the transformational leadership style of school heads on the job satisfaction of elementary school teachers in Mallig, Isabela.

Specifically, it aimed to answer the following questions:

(1) What is the profile of the respondents in terms of:

- a. Age;
- b. Sex;
- c. Civil Status;
- d. Position;
- e. High Educational Attainment;
- f. Years in Service;
- g. Latest Performance Rating; and
- h. Trainings attended?

(2) What is the level of transformational leadership exhibited by school heads as perceived by teachers in terms of:

- a. Inspirational Motivation;
- b. Idealized Influence;
- c. Intellectual Stimulation; and
- d. Individualized Consideration?

(3) What is the level of job satisfaction among elementary school teachers in terms of:

- a. Security;
- b. Work Environment;
- c. Job Responsibility; and
- d. Community Attachments/Linkages?

(4) Is there a significant relationship between the transformational leadership style of school heads and teachers' job satisfaction?

(5) Is there a significant relationship between the teachers' job satisfaction and their profile?

## **3. Methodology**

### *3.1 Research Design*

This study used a descriptive quantitative research design to determine the relationship between the transformational leadership of school heads and the job satisfaction of teachers in public elementary schools in Mallig, Isabela. This design allowed the researcher to gather numerical data, describe existing conditions, and identify relationships among variables without manipulating them. Descriptive statistics such as frequency, percentage, mean, and standard deviation were used to present the level of transformational leadership and job

satisfaction. Inferential statistics were applied to determine the significance of relationships found in the study.

### *3.2 Locale of the Study*

The study was conducted in selected public elementary schools in Mallig, Isabela under the Schools Division of Isabela. The municipality consists of both urban and rural barangays and has several schools varying in size and teacher population. The locale represents conditions commonly found in rural Philippine schools such as limited instructional resources and varied teaching demands, making it suitable for examining leadership practices and teacher satisfaction.

### *3.3 Respondents*

A total of 106 public elementary school teachers from sixteen schools participated in the study. Total population sampling was used because the entire teacher population in the selected schools was manageable and could all be included. The distribution of respondents across schools ranged from 4 to 12 teachers per school, ensuring broad representation across the municipality. The respondents reflected variations in age, sex, educational attainment, years of experience, and other profile variables needed for the study.

### *3.4 Research Instrument*

Data were gathered using a three-part questionnaire adapted from Pasayon and Tantiado (2023) and the Minnesota Satisfaction Questionnaire (1967).

- **Part I** collected the demographic profile of respondents such as age, sex, civil status, length of service, and educational attainment.
- **Part II** measured the perceived level of transformational leadership of school heads based on the dimensions of inspirational motivation, idealized influence, intellectual stimulation, and individualized consideration.
- **Part III** measured the job satisfaction of teachers in terms of security, work environment, job responsibility, and community linkages.

### *3.5 Validation and Pilot Testing*

Before distribution, the questionnaire was subjected to expert validation by the adviser, graduate school administrators, and selected field experts to ensure clarity and relevance. A pilot test was conducted among teachers outside the study area. Their feedback was used to refine the wording, organization, and content of the instrument. Suggestions from validators were incorporated before final printing and distribution.

### *3.6 Scoring of the Instrument*

Responses were rated using a five-point Likert Scale.

For transformational leadership:

- 4.21–5.00 = Strongly Agree
- 3.41–4.20 = Agree
- 2.61–3.40 = Neutral
- 1.81–2.60 = Disagree
- 1.00–1.80 = Strongly Disagree

For job satisfaction:

- 4.21–5.00 = Very Satisfied
- 3.41–4.20 = Satisfied
- 2.61–3.40 = Undecided
- 1.81–2.60 = Not Satisfied
- 1.00–1.80 = Very Not Satisfied

### *3.7 Documentary Analysis*

Permission was requested from the school heads to obtain teachers' Latest Performance Ratings (LPR) for School Year 2025–2026. The ratings served as supplementary information to validate the analysis. All data were handled confidentially, and only aggregated results were reported in compliance with the Data Privacy Act of 2012.

### *3.8 Data Gathering Procedure*

The researcher first sought approval from the Schools Division Office and then from the school heads of the

participating schools. Orientation sessions were conducted to explain the study, its purpose, and ethical considerations. Respondents signed informed consent forms before answering the questionnaires. Teachers were given approximately one week to complete the instruments. Completed questionnaires were retrieved personally or through designated focal persons. Data were then encoded, organized, and checked for completeness before analysis.

### 3.9 Statistical Treatment

Data were tallied, tabulated, and analyzed using the following statistical tools:

- 1) Frequency and Percentage  
Used to describe the profile of respondents.
- 2) Weighted Mean and Standard Deviation  
Used to determine the level of transformational leadership and job satisfaction.
- 3) t-test  
Used to determine significant differences and to test the hypotheses at the 0.05 level of significance.
- 4) Pearson Product–Moment Correlation Coefficient (Pearson r)

This statistical tool was used to determine the significant relationship between the transformational leadership style of school heads and the job satisfaction of teachers.

All computations followed conventional formulas and were subjected to the required significance levels for decision making.

## 4. Results and Discussion

### I. Respondents' Profile

Table 1. Frequency and Percentage Distribution of Respondents by Age

Age	Frequency	Percentage
23 - 30	22	21%
31 - 40	31	29%
41-50	35	33%
51-above	18	17%
<b>Total</b>	<b>106</b>	<b>100%</b>

Table 1 presents the frequency and percentage distribution of the respondents according to age. The data show that the largest group of teacher-respondents falls within the age bracket of 41 to 50 years, comprising 35 individuals or 33% of the total population. This is closely followed by those aged 31 to 40, accounting for 31 respondents or 29%. Together, these two age groups represent 62% of the respondents, indicating that the majority of teachers in the public elementary schools of Mallig, Isabela are in their mid-career to late-career stages. Meanwhile, 22 respondents or 21% belong to the younger age group of 23 to 30 years, reflecting a notable proportion of early-career teachers in the division. The smallest group, comprising 18 respondents or 17%, falls within the 51 and above category, representing senior teachers who may be nearing retirement or occupying advanced teaching or leadership positions.

This age distribution suggests several important implications for leadership and teacher management in the schools studied. The presence of a diverse teaching workforce—ranging from newly hired to veteran educators—implies the need for differentiated leadership approaches. Younger teachers may require more mentoring, encouragement, and skill development opportunities, whereas more experienced teachers may benefit from empowerment, recognition, and involvement in decision-making processes. These differences highlight the relevance of transformational leadership, which is characterized by adaptability and responsiveness to individual needs through behaviors such as individualized consideration and intellectual stimulation.

Furthermore, the fact that a large portion of the teaching force is in the mid-career stage underscores the importance of leadership strategies that sustain motivation and prevent professional stagnation. Transformational leaders can address this by fostering continuous learning, innovation, and collaboration within the teaching community. The presence of senior teachers also points to the need for strategic succession planning and capacity-building among younger staff, ensuring leadership continuity and institutional stability.

In terms of job satisfaction, generational differences may influence what teachers value in the workplace. For instance, younger teachers may prioritize growth opportunities and supportive feedback, while older teachers may place more value on recognition, autonomy, and job security. Understanding these generational expectations can help school heads adjust their leadership style to better motivate and retain teachers across age groups.

The varied age profile of the respondents reflects a dynamic and multi-generational teaching workforce. This diversity presents both challenges and opportunities for school leaders, emphasizing the need for transformational leadership practices that can meet the distinct needs of teachers at different stages of their careers, thereby enhancing both job satisfaction and institutional effectiveness.

Table 2. Frequency and Percentage Distribution of Respondents by Sex

<b>Age</b>	<b>Frequency</b>	<b>Percentage</b>
Male	15	14%
Female	91	86%
<b>Total</b>	<b>106</b>	<b>100%</b>

Table 2 presents the frequency and percentage distribution of the respondents according to sex. The data reveal a significant disparity between the number of male and female teacher-respondents. Out of the 106 participants, 91 or 86% are female, while only 15 or 14% are male. This clearly indicates that the teaching workforce in the participating public elementary schools in Mallig, Isabela is predominantly composed of female teachers.

This finding is consistent with national and global trends, where females often make up the majority of teaching staff in elementary education. The dominance of female respondents in this study may reflect local hiring practices, historical employment trends in the municipality, or specific deployment strategies by the Department of Education in the region. It could also suggest that instructional and classroom roles in Mallig are largely filled by women, which is an important demographic context to consider when analyzing perceptions of leadership and job satisfaction.

The gender imbalance has several implications for leadership practices and institutional dynamics. Since the majority of teachers are female, school heads may need to consider how gender perspectives influence leadership preferences, communication styles, and job satisfaction factors. For example, studies have suggested that male and female educators may differ in how they respond to leadership behaviors, especially in areas such as emotional support, collaborative decision-making, and recognition.

Additionally, the underrepresentation of male teachers highlights the need to promote gender inclusivity in recruitment, retention, and professional development initiatives. School leaders, particularly those practicing transformational leadership, must ensure that leadership practices are equitable and supportive of both male and female teachers, regardless of the numerical composition of the staff.

The distribution of respondents by sex emphasizes the predominantly female teaching workforce in the study locale. This demographic characteristic provides a relevant lens for interpreting how transformational leadership is perceived and how it influences teacher job satisfaction within the unique context of Mallig, Isabela.

Table 3. Frequency and Percentage Distribution of Respondents by Civil Status

<b>Age</b>	<b>Frequency</b>	<b>Percentage</b>
Single	16	15%
Married	90	85%
<b>Total</b>	<b>106</b>	<b>100%</b>

Table 3 presents the frequency and percentage distribution of the respondents based on their civil status. Out of the 106 teacher-respondents, a majority of 90 or 85% are married, while only 16 or 15% are single. This clearly indicates that the teaching population in the public elementary schools of Mallig, Isabela is predominantly composed of married individuals.

This demographic profile suggests that most of the respondents likely carry dual roles—both as educators and as family members responsible for household and parental duties. Married teachers may have greater responsibilities outside the workplace, which can influence their perceptions of leadership support, work-life

balance, and overall job satisfaction. Their needs and expectations from school leaders may differ from those of single teachers, especially in areas such as workload management, time flexibility, and emotional support.

The predominance of married respondents may also be reflective of the teacher demographic nationwide, where many educators view teaching as a long-term profession that provides job stability conducive to family life. From a leadership perspective, transformational school heads must be aware of the unique challenges that married teachers face and adopt supportive practices such as open communication, recognition, and professional development opportunities that accommodate their work-life balance.

Meanwhile, the presence of single teachers, though smaller in proportion, should not be overlooked. These teachers may be in the early stages of their careers and may prioritize different aspects of job satisfaction, such as growth opportunities, mentorship, and leadership engagement. Transformational leaders must ensure that their strategies address the diverse needs of teachers, regardless of civil status.

The civil status distribution of respondents shows a teaching workforce largely composed of married individuals, which has implications for how leadership styles are perceived and how job satisfaction is influenced. School heads are encouraged to implement inclusive leadership practices that consider the varying personal and professional needs of both married and single teachers to promote overall satisfaction and effectiveness within the teaching force.

Table 4. Frequency and Percentage Distribution of Respondents by Highest Educational Attainment

Highest Educational Attainment	Frequency	Percentage (%)
Bachelor's Degree Graduate	31	29%
Master's Degree (With Units)	38	36%
Master's Degree Graduate	31	29%
With PhD Degree units	3	3%
Doctorate Degree	5	5%
<b>Total</b>	<b>106</b>	<b>100%</b>

Table 4 presents the frequency and percentage distribution of the respondents based on their highest educational attainment. Among the 106 teacher-respondents from public elementary schools in Mallig, Isabela, the largest group—38 teachers or 36%—have earned units in a master's degree program but have not yet completed it. This is followed by 31 respondents or 29% who are bachelor's degree graduates, and another 31 respondents (29%) who are master's degree holders. A smaller portion of the respondents, 3 teachers or 3%, have begun pursuing a doctoral degree (with PhD units), while 5 respondents or 5% have already completed a doctorate degree.

This distribution reflects a relatively high level of academic advancement among the teaching population. Nearly two-thirds (68%) of the respondents have either completed or are currently pursuing graduate-level studies. This demonstrates the strong commitment of teachers in Mallig to continuous professional development and academic growth. It also aligns with the Department of Education's thrust to encourage and support higher qualifications among teaching personnel through merit-based promotions and incentives.

The presence of teachers with advanced degrees has several implications. First, it suggests that the respondents are likely to possess deeper content knowledge and pedagogical competence, which may positively influence how they assess and respond to school leadership. Teachers with graduate-level education may have higher expectations of their school heads, particularly in terms of leadership effectiveness, innovation, and support for professional growth. Consequently, transformational leadership practices—such as intellectual stimulation and individualized consideration—may be especially important in fostering job satisfaction among this academically qualified group.

Furthermore, school heads must recognize and leverage the expertise of these highly educated teachers by engaging them in instructional leadership roles, mentoring programs, curriculum planning, and research initiatives. Doing so not only promotes teacher satisfaction and empowerment but also strengthens the instructional quality within the school.

The small but notable presence of doctorate holders (5%) and PhD candidates (3%) indicates a growing trend toward advanced educational leadership qualifications. This can be a valuable asset to the school system, particularly if these individuals are tapped for leadership development, training, and capacity-building activities within their respective schools or districts.

The distribution of respondents by educational attainment highlights a well-qualified teaching workforce in Mallig. This demographic context underscores the importance of transformational leadership approaches that challenge, support, and inspire continuous professional development—factors that are likely to influence job satisfaction and teacher retention positively.

Table 5. Frequency and Percentage Distribution of Respondents by Years in Service

<b>Length of Service</b>	<b>Frequency</b>	<b>Percentage (%)</b>
1 – 10 years	47	44%
11 – 20 years	36	34%
21 years and above	23	22%
<b>Total</b>	<b>106</b>	<b>100%</b>

Table 5 presents the frequency and percentage distribution of respondents based on their years in government service. Among the 106 teacher-respondents, the largest group—47 teachers or 44%—have served between 1 to 10 years, indicating that a significant portion of the teaching workforce in Mallig, Isabela is composed of early-career to mid-career educators. Following this group are 36 respondents or 34%, who have rendered 11 to 20 years of service, while 23 respondents or 22% have 21 years and above of teaching experience, representing the most seasoned and veteran teachers.

This distribution reflects a diverse range of professional experiences among the respondents. The relatively high number of teachers with less than 10 years of service suggests that the district continues to attract and retain new educators. These teachers may still be in the process of adjusting to the demands of the profession and developing their instructional identity. On the other hand, the presence of teachers with over two decades of experience signifies a mature group of professionals who can serve as mentors and role models within their schools.

The implications of this distribution are significant, particularly in relation to leadership practices and job satisfaction. Teachers at different stages in their careers may have varying needs and expectations from their school heads. For instance, novice and early-career teachers may require more direct guidance, encouragement, and support in classroom management and professional development. In contrast, mid-career and veteran teachers may seek more autonomy, recognition, and opportunities for leadership roles.

Transformational leadership plays a critical role in addressing these diverse needs. Through individualized consideration and intellectual stimulation, school heads can provide differentiated support that aligns with the unique experiences of teachers across all career stages. Moreover, transformational leaders can empower long-serving teachers by involving them in decision-making processes, mentoring programs, and school improvement initiatives—further enhancing their job satisfaction and sense of professional fulfillment.

The years-in-service profile of the respondents demonstrates a healthy mix of novice, mid-career, and experienced teachers. This variety emphasizes the importance of flexible, responsive, and visionary leadership that not only nurtures beginning teachers but also maximizes the contributions of those with long-standing service. School heads in Mallig, Isabela, must therefore adopt transformational leadership strategies that accommodate this generational and experiential diversity to cultivate a motivated, satisfied, and high-performing teaching force.

Table 6. Frequency and Percentage Distribution of Respondents by Performance Rating

<b>Length of Service</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Very Satisfactory	37	35%
Outstanding	69	65%
<b>Total</b>	<b>106</b>	<b>100%</b>

Table 6 presents the frequency and percentage distribution of respondents based on their most recent performance rating. Out of the 106 teacher-respondents, a majority of 69 teachers or 65% received an Outstanding performance rating, while 37 teachers or 35% were rated Very Satisfactory. This distribution suggests that the teaching personnel in the public elementary schools of Mallig, Isabela consistently demonstrate high levels of professional competence and fulfill their roles effectively according to the standards set by the

Department of Education's Results-Based Performance Management System (RPMS).

The predominance of "Outstanding" ratings indicates that a substantial portion of the respondents exceeds performance expectations in areas such as lesson planning, classroom instruction, learner assessment, and participation in school-based initiatives. This high-performance level may be reflective of a motivated teaching workforce, strong commitment to teaching excellence, and possibly the influence of supportive leadership in their schools.

From a leadership perspective, the performance ratings of teachers can be viewed as an indirect reflection of school heads' leadership effectiveness. Teachers are more likely to perform well and achieve higher ratings when they receive adequate support, recognition, professional development opportunities, and instructional guidance—all of which are characteristic of transformational leadership. School heads who practice this leadership style foster a positive school climate, promote collaboration, and motivate teachers to go beyond basic expectations.

Moreover, the presence of a high-performing teaching staff reinforces the need for sustained investment in leadership development. School heads should continue to encourage professional growth, innovation, and data-driven instruction to maintain and even improve these performance levels. Recognizing and rewarding high performance also contributes significantly to teacher job satisfaction, which is a key variable in this study.

The performance rating profile of the respondents indicates a highly competent teaching force in Mallig's public elementary schools. This high level of performance not only reflects the teachers' dedication and professionalism but also highlights the critical role of leadership in enabling such outcomes. It emphasizes the importance of adopting transformational leadership practices that sustain high standards, nurture excellence, and support the overall growth and satisfaction of educators.

Table 7. Frequency and Percentage Distribution of Respondents by Highest Trainings Attended

<b>Highest Level of Training</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Local	69	65%
National	16	15%
International	21	20%
<b>Total</b>	<b>100%</b>	<b>100%</b>

Table 7 presents the distribution of respondents according to the highest level of training they have attended. The data show that the majority of the respondents—69 teachers or 65%—have participated in local-level trainings, such as school-based or district-led seminars and workshops. A smaller portion, 16 respondents or 15%, have attended national-level trainings, while 21 respondents or 20% have had the opportunity to engage in international training programs.

The dominance of local training attendance among teachers reflects the accessibility and frequency of school- or division-initiated professional development activities. These trainings are often aligned with the needs and goals of local education stakeholders, making them relevant and practical. However, the relatively limited participation in national and international trainings suggests potential constraints related to funding, availability of slots, or dissemination of opportunities beyond the local level.

Participation in national and especially international trainings is significant, as it indicates exposure to broader educational trends, innovative pedagogies, global best practices, and diverse learning contexts. The fact that 20% of the respondents have already accessed international training programs is encouraging and points to the professional advancement and upward mobility of some educators in Mallig, Isabela.

From a leadership standpoint, transformational school heads can play a pivotal role in encouraging and facilitating training participation beyond the local level. Leaders who inspire, motivate, and invest in their teachers' growth often create an environment where continuous learning is valued and supported. Providing access to higher-level trainings—especially those that challenge conventional methods and promote reflective teaching—can contribute to both teacher empowerment and job satisfaction.

The training levels also imply potential variations in teacher confidence, instructional strategies, and openness to innovation. Those with national or international exposure may have higher expectations from leadership, particularly in areas of professional support and intellectual stimulation. Thus, school heads must adopt leadership practices that recognize these differences and provide differentiated support that aligns with teachers' professional development experiences.

While most teachers have been trained locally, a significant portion has experienced advanced learning at the national and international levels. This highlights the importance of transformational leadership in promoting equitable access to professional development and cultivating a school culture that values continuous learning, innovation, and global-mindedness.

## II. School Heads Transformational Leadership Styles

Table 8. School Heads Transformational leadership styles in terms of Inspirational Motivation

Indicators	Mean	Interpretation
1) Influences teachers to be optimistic in facing the future.	4.42	Strongly Agree
2) Gives recognition for the works of the teachers in the form of personal praises in which encourages them to carry out their tasks properly.	4.42	Strongly Agree
3) Tells the success stories of colleagues to motivate teachers to be successful.	4.39	Strongly Agree
4) Encourages teachers to work hard professionally and to practice new approaches in implementing teaching and learning activities.	4.50	Strongly Agree
5) Communicates the goals that must be achieved by teachers clearly which enables them in getting good results in teaching.	4.43	Strongly Agree
6) Provides special time for teachers to discuss how to complete assignments properly.	4.38	Strongly Agree
<b>OVERALL MEAN</b>	<b>4.42</b>	<b>Strongly Agree</b>

Table 8 presents the teachers' perceptions of their school heads' transformational leadership style specifically in terms of Inspirational Motivation. All six indicators received mean scores above 4.30 on a 5-point Likert scale, resulting in an overall mean of 4.42, which falls under the interpretation of "Strongly Agree". This indicates that the respondents perceive their school heads as highly effective in inspiring, motivating, and energizing their teaching staff toward achieving shared goals.

Among the indicators, the highest mean score (4.50) was attributed to the statement, "Encourages teachers to work hard professionally and to practice new approaches in implementing teaching and learning activities," highlighting that school heads play a significant role in promoting professional growth and pedagogical innovation. Other indicators such as providing personal recognition (4.42), sharing success stories of colleagues (4.39), and clear communication of goals (4.43) also received strong agreement, indicating a consistent leadership behavior that fosters collective enthusiasm and goal alignment. Even the indicator with the lowest mean score — "Provides special time for teachers to discuss how to complete assignments properly" — still yielded a high mean of 4.38, which reinforces the conclusion that school heads actively support and motivate their staff.

These findings are consistent with Bass and Riggio's (2006) framework, which describes Inspirational Motivation as one of the four core components of transformational leadership. Leaders who exhibit this quality are able to communicate high expectations, use symbols and emotional appeals, and articulate a compelling vision of the future that inspires commitment and engagement among followers. When school heads practice inspirational motivation, they do not merely manage tasks—they cultivate purpose and passion among teachers.

The implications of these findings are profound. Teachers who perceive their leaders as inspirational are more likely to experience higher job satisfaction, stronger professional commitment, and increased willingness to go beyond their contractual duties (Nguni, Slegers, & Denessen, 2006). In turn, this can positively impact classroom instruction and student achievement. Furthermore, leaders who communicate clear goals and recognize teacher efforts contribute to the establishment of a positive school culture, where collaboration, trust, and innovation are encouraged (Leithwood & Jantzi, 2005).

These findings also suggest that transformational school heads in Mallig, Isabela are effectively creating a vision-driven teaching environment that is not only goal-oriented but also emotionally supportive. This aligns with the findings of Sahin (2011), who emphasized that teachers respond more positively to principals who lead with a sense of purpose and acknowledge their contributions. The consistent use of inspirational strategies by school heads fosters a sense of ownership and purpose among teachers, which may lead to greater teacher retention, resilience, and adaptability, especially in rural or resource-constrained settings.

The high ratings across all indicators under Inspirational Motivation confirm that school heads in the study exhibit strong transformational leadership practices. These behaviors play a crucial role in fostering teacher

engagement, professional growth, and a culture of continuous improvement. The findings affirm that effective leadership — rooted in inspiration and motivation — is essential for building a thriving school community.

Table 9. School Heads Transformational leadership styles in terms of Idealized Influence

<b>Indicators</b>	<b>Mean</b>	<b>Interpretation</b>
1) Formulates and carry out tasks in accordance with the vision and mission of the study program concurrently to develop the insight of teachers.	4.47	Strongly Agree
2) Reminds teachers to respect each other with fellow teachers.	4.47	Strongly Agree
3) Provides examples of good behavior in the school environment.	4.45	Strongly Agree
4) Instills a high commitment to the teachers towards the vision of the study program.	4.41	Strongly Agree
5) Reduces penalty towards any mistakes as a professional effort.	4.29	Strongly Agree
6) Gives freedom to teacher in carrying out the task given.	4.44	Strongly Agree
<b>OVERALL MEAN</b>	<b>4.23</b>	<b>Strongly Agree</b>

Table 9 presents the respondents' perception of their school heads' Idealized Influence, one of the four key dimensions of transformational leadership. With an overall mean of 4.42, interpreted as "Strongly Agree," the data indicate that teachers perceive their school heads as exemplary role models who demonstrate integrity, professional ethics, and commitment to shared values.

Two indicators — "Formulates and carry out tasks in accordance with the vision and mission of the study program concurrently to develop the insight of teachers" and "Reminds teachers to respect each other with fellow teachers" — received the highest mean scores of 4.47, showing that school leaders are viewed as vision-driven and respectful of professional relationships. These traits are essential in establishing trust, credibility, and unity within the school environment. The indicator "Provides examples of good behavior in the school environment" also scored high (4.45), emphasizing that school heads are perceived as ethical and behaviorally consistent, which reinforces their influence on staff conduct.

Other items such as "Gives freedom to teacher in carrying out the task given" (4.44) and "Instills a high commitment to the teachers towards the vision of the study program" (4.41) further reinforce the notion that transformational leaders empower teachers and promote shared values and ownership of school goals. Even the lowest-rated indicator, "Reduces penalty towards any mistakes as a professional effort," still scored a relatively high mean of 4.29, suggesting that school heads promote a culture of learning and professional growth over punitive approaches.

These findings support the theoretical framework of Bass and Riggio (2006), who describe Idealized Influence as the degree to which leaders are admired, respected, and trusted. Leaders exhibiting this trait consistently uphold ethical standards, inspire confidence, and act in ways that align with the organizational vision. In schools, this manifests in leaders who are not only directive but also morally grounded and emotionally intelligent, serving as role models for both teachers and learners.

When school heads lead by example and promote mutual respect, they foster an environment of psychological safety and collegiality — factors that have been shown to correlate positively with teacher job satisfaction and professional engagement (Leithwood & Jantzi, 2005). Moreover, when teachers feel trusted and are granted autonomy in carrying out their duties, they are more likely to be innovative, committed, and intrinsically motivated (Nguni, Slegers, & Denessen, 2006).

These behaviors also align with findings by Sahin (2011), who observed that leaders who demonstrate strong idealized influence tend to elevate teachers' organizational commitment and reduce feelings of hierarchy or bureaucracy. The consistent modeling of professional conduct and vision-driven leadership enhances school coherence, empowers teachers to emulate the same values, and fosters a culture of shared leadership.

The results indicate that school heads in Mallig, Isabela strongly demonstrate Idealized Influence, reinforcing their roles as ethical leaders and institutional anchors. Their ability to model professionalism, foster mutual respect, and uphold collective values contributes significantly to a positive school environment and to the overall satisfaction and performance of their teaching staff.

Table 10. School Heads Transformational leadership styles in terms of Intellectual Stimulation

Indicators	Mean	Interpretation
1) Gives books or other references to teachers as a reference in self-development of teachers.	4.11	Agree
2) Provides opportunities for teachers to conduct education and training.	4.43	Strongly Agree
3) Provides freedom of opinion for teachers regarding policies in higher education.	4.37	Strongly Agree
4) Involves teachers in assessing the activities in higher education.	4.38	Strongly Agree
5) The head of the study program has a way of solving complex problems.	4.29	Strongly Agree
6) Challenges teachers' creativity and innovativeness especially in the teaching and learning process.	4.39	Strongly Agree
<b>OVERALL MEAN</b>	<b>4.33</b>	<b>Strongly Agree</b>

The respondents' perception of their school heads' Intellectual Stimulation, one of the core dimensions of transformational leadership, is displayed in Table 10. The overall mean score of 4.33, interpreted as "Strongly Agree," indicates that school heads in the selected public elementary schools of Mallig, Isabela are perceived to effectively foster critical thinking, innovation, and professional growth among their teaching staff.

Among the indicators, the highest mean score (4.43) was assigned to the item "Provides opportunities for teachers to conduct education and training," suggesting that school heads actively support professional development and continuous learning. Other items also received high ratings, including "Challenges teachers' creativity and innovativeness especially in the teaching and learning process" (4.39) and "Involves teachers in assessing the activities in higher education" (4.38). These ratings reflect a leadership culture that values participation, critical reflection, and collaborative decision-making.

Additionally, the item "Provides freedom of opinion for teachers regarding policies in higher education" scored 4.37, indicating that teachers feel empowered to express their ideas and perspectives — a key component of intellectual stimulation. Meanwhile, "The head of the study program has a way of solving complex problems" scored 4.29, highlighting teachers' confidence in their school heads' problem-solving capabilities. The only indicator that received a slightly lower rating was "Gives books or other references to teachers as a reference in self-development," which garnered a 4.11 mean and an interpretation of "Agree." This may indicate that while intellectual support is present, there is room for improvement in providing tangible learning materials to further enrich teachers' knowledge and skills.

According to Bass and Riggio (2006), intellectual stimulation is evident when leaders encourage followers to question assumptions, think independently, and seek creative solutions to challenges. In the educational setting, this means that school heads foster a professional culture where teachers are encouraged to innovate, reflect critically, and adapt new strategies for improved teaching and learning. By empowering teachers to engage in training, express opinions, and participate in institutional assessment, school heads are building a more reflective and forward-thinking teaching workforce.

These findings are consistent with the study of Leithwood and Jantzi (2005), who emphasized that transformational leaders who stimulate intellectual growth contribute to school improvement and teacher satisfaction, particularly in dynamic and evolving learning environments. When school heads challenge teachers' thinking and involve them in institutional decision-making, it enhances not only professional efficacy but also the sense of ownership and motivation among educators.

Furthermore, intellectual stimulation has been shown to be a predictor of teacher innovation and adaptability — critical competencies in 21st-century education (Nguni, Slegers, & Denessen, 2006). Teachers who are intellectually challenged and supported by their leaders are more likely to embrace new teaching strategies, integrate technology effectively, and respond proactively to curriculum reforms.

The high overall mean under this domain indicates that the school heads in Mallig exhibit strong intellectual stimulation as a leadership trait. They are seen as leaders who not only solve problems effectively but also encourage professional growth and open-mindedness among their teachers. This leadership behavior is crucial in cultivating a culture of innovation and reflective practice in schools, which ultimately contributes to enhanced teacher performance and learner outcomes.

Table 11. School Heads Transformational leadership styles in terms of Individualized Consideration

Indicators	Mean	Interpretation
1) Knows the skills and expertise of teachers and gives them praises and appreciation to the work results or their achievements.	4.42	Strongly Agree
2) Accepts suggestions and asks for the opinion regarding the leadership in school.	4.38	Strongly Agree
3) Carries out or following up on the suggestions submitted.	4.29	Strongly Agree
4) Gives attention by listening to the complaints of teachers for mutual comfort.	4.29	Strongly Agree
5) Guides and trains teachers personally if they have problems.	4.42	Strongly Agree
6) Knows the needs of teachers for the flow of the teaching and learning activities in the classroom.	4.42	Strongly Agree
<b>OVERALL MEAN</b>	<b>4.37</b>	<b>Strongly Agree</b>

The respondents' assessment of their school heads' practice of Individualized Consideration, a critical component of transformational leadership, is displayed in Table 11. With an overall mean of 4.37, interpreted as "Strongly Agree," the findings reveal that teachers perceive their school heads as leaders who are attentive to their individual needs, concerns, and professional development. This suggests that school leaders in Mallig, Isabela are not only seen as institutional heads but also as empathetic mentors who offer personal support and recognition.

Three indicators received the highest mean ratings of 4.42, specifically: "Knows the skills and expertise of teachers and gives them praises and appreciation to the work results or their achievements," "Guides and trains teachers personally if they have problems," and "Knows the needs of teachers for the flow of the teaching and learning activities in the classroom." These ratings suggest that school heads are perceived as highly responsive to individual teacher capabilities and challenges, which fosters trust, morale, and professional motivation.

The indicators "Accepts suggestions and asks for opinions regarding the leadership in school" (4.38) and "Carries out or follows up on the suggestions submitted" (4.29) show that teachers feel their voices are heard and valued in school decision-making. Meanwhile, the item "Gives attention by listening to the complaints of teachers for mutual comfort" (4.29) reinforces the perception that school leaders offer emotional support and maintain open lines of communication.

These findings are well supported by Bass and Riggio (2006), who emphasize that Individualized Consideration involves paying special attention to each follower's needs for achievement and growth by acting as a coach or mentor. In educational settings, this means that transformational school heads offer differentiated support to their teachers, listen actively to their concerns, and help them navigate professional and personal challenges. Such practices are known to strengthen teachers' organizational commitment and improve workplace well-being (Nguni, Slegers, & Denessen, 2006).

Additionally, Leithwood and Jantzi (2005) argue that school leaders who practice individualized consideration foster a culture of mutual respect, which is critical for sustaining long-term teacher engagement. This leadership trait is especially relevant in public schools where teachers face diverse classroom challenges and benefit from personalized guidance and encouragement.

The implication is clear: when school heads know and support the unique needs of each teacher, it leads to improved job satisfaction, greater professional efficacy, and stronger interpersonal relationships within the school. Teachers who feel understood and appreciated are more likely to remain committed to their roles, collaborate with colleagues, and invest in student learning. Furthermore, such leadership creates a nurturing school climate where trust and morale thrive — essential ingredients for educational excellence and innovation.

The high scores across all indicators under this domain confirm that school heads in the studied schools exhibit strong individualized consideration, contributing to a leadership style that is not only effective but also compassionate and human-centered. This aspect of transformational leadership is crucial in retaining motivated teachers, cultivating positive teacher-leader relationships, and fostering a supportive school culture.

### III. Level of Job Satisfaction among Elementary School Teachers

Table 12. Job Satisfaction in Terms of Security (Salary, Benefits, Rewards Performance, Recognition, Promotion)

Indicators	Mean	Interpretation
<i>On my present job ... this is how I feel about...</i>		
1) The amount of pay for the work I do.	3.92	Satisfied
2) The chance to be reclassified / be promoted	4.03	Satisfied
3) The benefits I receive are good as most other organizations can offer.	4.01	Satisfied
4) When all my efforts are not rewarded the way it should be.	3.70	Satisfied
5) The way my job provides a secured future	3.97	Satisfied
6) The way I get a full credit for the work I do	4.09	Satisfied
7) Being able to take pride in a job well done.	4.22	Very Satisfied
8) The way how my pay compares with that for a similar jobs in other companies	3.71	Satisfied
9) The way how my pay compares with other coworkers in school.	4.00	Satisfied
10) The opportunities for advancement.	3.96	Satisfied
<b>OVERALL MEAN</b>	<b>3.60</b>	<b>Satisfied</b>

The respondents' level of job satisfaction in terms of security, encompassing factors such as salary, benefits, recognition, promotion opportunities, and performance rewards, is illustrated in Table 12. The overall mean score of 3.60, interpreted as "Satisfied," indicates that while teachers in Mallig, Isabela are generally content with these aspects of their job, there remains potential for improvement—especially in terms of equitable compensation and recognition.

Among the indicators, the highest mean score (4.22) was given to "Being able to take pride in a job well done," which received a "Very Satisfied" rating. This suggests that intrinsic motivation plays a vital role in teacher satisfaction. Teachers derive a strong sense of fulfillment from their accomplishments, regardless of external rewards. Additionally, the item "The way I get full credit for the work I do" scored a high 4.09, indicating that respondents feel fairly acknowledged for their contributions. Similarly, items related to promotion opportunities (4.03) and benefits received (4.01) received relatively high satisfaction ratings.

Conversely, the lowest mean was observed in "When all my efforts are not rewarded the way they should be" (3.70), and "How my pay compares with that for similar jobs in other companies" (3.71), which may point to underlying concerns about compensation equity and merit-based reward systems. Although the ratings still fall under "Satisfied," these results suggest a perceived gap between effort and tangible rewards.

These findings align with Herzberg's Two-Factor Theory, which posits that job satisfaction is influenced by two categories: hygiene factors (e.g., salary, job security, working conditions) and motivators (e.g., achievement, recognition, advancement) (Herzberg, Mausner, & Snyderman, 1959). In this study, hygiene factors such as salary and benefits scored relatively well, though not exceptionally high, while intrinsic motivators like pride in work contributed the most to overall satisfaction. This underscores the importance of balancing extrinsic rewards with personal and professional fulfillment.

From a leadership perspective, the implication is clear: transformational leaders who recognize and reward performance, provide career growth opportunities, and advocate for equitable compensation are likely to cultivate higher job satisfaction among teachers. This is supported by Bogler (2001), who found that teachers' satisfaction is significantly shaped by perceived administrative support, particularly in terms of recognition, autonomy, and professional advancement.

Furthermore, Leithwood and Jantzi (2005) emphasized that transformational school heads can positively influence job satisfaction by communicating clear goals, providing fair evaluations, and encouraging professional growth. In rural settings such as Mallig, where teachers often work under resource limitations, consistent acknowledgment and meaningful rewards can greatly boost morale and retention.

The findings reveal that teachers are generally satisfied with job security components, but improvements in compensation, merit-based recognition, and comparative pay structures can further enhance their satisfaction. By integrating these considerations into school leadership strategies, particularly through transformational practices, school heads can foster a more motivated, committed, and stable teaching workforce.

Table 13. Job Satisfaction in Work Environment (Policies, Organizational Structures, Physical, Emotional)

Indicators	Mean	Interpretation
<i>On my present job... this is how I feel about...</i>		
1) The policies & practice towards employees of the school	4.15	Satisfactory
2) The way my immediate head & I understand each other.	4.24	Very Satisfactory
3) The spirit of cooperation among my co – workers	4.25	Very Satisfactory
4) The working conditions (heating, lighting, ventilation etc.)	3.97	Satisfactory
5) The way my co- workers are easy to make friends with,	4.24	Very Satisfactory
6) The way my immediate head trains his/ her subordinates,	4.12	Satisfactory
7) The feeling of accomplishment I get from the job,	4.19	Satisfactory
8) The way my immediate head takes care of the complaints of his / her employees,	4.11	Satisfactory
9) The pleasantness of the working conditions,	4.10	Satisfactory
10) The way my immediate provides help on hard problems.	4.12	Satisfactory
<b>OVERALL MEAN</b>	<b>4.15</b>	<b>Satisfactory</b>

Table 13 presents the respondents' level of job satisfaction in relation to their work environment, which includes institutional policies, interpersonal dynamics, physical conditions, and emotional climate. With an overall mean of 4.15, the results indicate that teachers in Mallig, Isabela are generally satisfied with their work environment. Several indicators, however, scored high enough to reach a "Very Satisfactory" level, suggesting areas of exceptional strength within the schools' internal culture and staff relations.

The highest mean scores were reported for "The spirit of cooperation among my co-workers" (4.25), "The way my immediate head and I understand each other" (4.24), and "The way my co-workers are easy to make friends with" (4.24). These results highlight the strong collegial relationships and interpersonal support present in the workplace. A positive social environment where colleagues collaborate and communicate well contributes significantly to job satisfaction and teacher retention, as supported by Dinham and Scott (2000), who emphasized that collegiality and administrative support are strong motivators for educators.

Slightly lower, yet still positive, mean ratings were recorded for indicators such as "The pleasantness of the working conditions" (4.10), "The way immediate heads provide help on hard problems" (4.12), and "The way immediate heads train subordinates" (4.12), reflecting satisfactory, but improvable, aspects of leadership and facilities. These indicate that while teachers feel supported, there remains room for further professional development and problem-solving assistance from school heads.

The lowest mean score in the set was "The working conditions (heating, lighting, ventilation, etc.)" at 3.97, although it still falls within the "Satisfactory" range. This may signal that physical infrastructure and classroom conditions are areas that could benefit from attention, especially in rural settings where resource limitations are common. According to Herzberg's Two-Factor Theory (1959), physical work conditions are considered hygiene factors—elements that, if inadequate, can contribute to dissatisfaction even if other motivational factors are strong.

These findings are echoed by the work of Leithwood and Jantzi (2005), who noted that supportive leadership and conducive working environments are essential for sustaining teacher morale and performance. Furthermore, transformational school leaders who foster emotional safety, fairness in policy implementation, and responsiveness to teacher concerns significantly influence teachers' perception of workplace quality (Bass & Riggio, 2006).

While the teaching environment in the studied schools is already favorable, enhancing physical conditions, deepening professional development efforts, and increasing responsiveness to teachers' formal complaints can lead to even higher levels of satisfaction. This is particularly important in promoting organizational commitment, reducing turnover, and improving instructional effectiveness.

The findings demonstrate that teachers feel emotionally and socially supported in their work settings, which is a hallmark of healthy school culture. Strengthening infrastructure and formal leadership responses will further

amplify these positive dynamics and create an environment that nurtures both teacher well-being and student achievement.

Table 14. Job Satisfaction in Job Responsibilities (Duties, Moral and Ethics)

Indicators	Mean	Interpretation
<i>On my present job... this is how I feel about...</i>		
1) The chance to “rub elbows” with important people,	4.08	Satisfactory
2) Being able to do things that don’t go against my conscience,	4.14	Satisfactory
3) The chance to do work that well suited to my abilities,	4.34	Very Satisfactory
4) The chance to tell other co-workers how to do things,	4.26	Very Satisfactory
5) The chance to try something different in my job,	4.25	Very Satisfactory
6) The chance to do something that makes use of my abilities,	4.29	Very Satisfactory
7) The chance to develop new and better ways to do the job,	4.32	Very Satisfactory
8) The chance to do things that don’t harm my other co- workers,	4.34	Very Satisfactory
9) The freedom to use my own judgment,	4.26	Very Satisfactory
10) The chance to the job without the feeling I am cheating anyone.	4.35	Very Satisfactory
<b>OVERALL MEAN</b>	<b>4.26</b>	<b>Very Satisfactory</b>

Table 14 shows the respondents’ perceptions of their job satisfaction in relation to job responsibilities, including alignment with personal values, the use of abilities, ethical performance, and autonomy. The overall mean score of 4.26, interpreted as “Very Satisfactory,” indicates that teachers in Mallig, Isabela derive a high level of fulfillment from their daily duties and the ethical nature of their work. This reflects a strong alignment between teachers’ responsibilities and their sense of personal purpose, professional competence, and moral satisfaction.

Several indicators scored particularly high. “The chance to do work that is well suited to my abilities” and “The chance to do things that don’t harm my other co-workers” both received a mean of 4.34, while “The chance to do the job without the feeling I am cheating anyone” scored the highest at 4.35. These items reflect a deeply rooted sense of moral integrity and ethical alignment, suggesting that teachers feel confident that their roles allow them to act in accordance with their personal and professional values. These results affirm Herzberg’s (1959) view that intrinsic motivators—such as responsibility, achievement, and moral fulfillment—are essential drivers of job satisfaction.

Moreover, high ratings for items like “The freedom to use my own judgment” (4.26) and “The chance to develop new and better ways to do the job” (4.32) indicate that teachers experience a substantial degree of autonomy and creativity, both of which are important predictors of sustained engagement and innovation in teaching (Dinham & Scott, 2000). These findings align with the assertions of Hackman and Oldham’s Job Characteristics Model (1976), which identifies autonomy, task significance, and skill variety as core job dimensions that lead to high internal motivation and job satisfaction.

Interestingly, even more socially-oriented indicators—such as “The chance to ‘rub elbows’ with important people” (4.08)—received positive ratings, though comparatively lower. This suggests that while social recognition is appreciated, it is not as critical to satisfaction as the opportunity to work ethically, competently, and independently.

The implication for school leaders is clear: teachers thrive when their job responsibilities are meaningful, morally affirming, and suited to their strengths. According to Bass and Riggio (2006), transformational leaders who emphasize ethical conduct, empower staff through autonomy, and encourage professional experimentation contribute significantly to teachers’ sense of purpose and long-term job satisfaction. In the context of rural schools like those in Mallig, such leadership approaches are particularly important for sustaining teacher morale amidst resource constraints.

The data show that teachers are highly satisfied with their professional duties, especially when these responsibilities allow for ethical practice, use of personal judgment, and the development of new strategies. This domain of job satisfaction serves as a cornerstone for professional commitment and instructional quality and should be continuously supported through leadership that respects autonomy and cultivates moral purpose.

Table 15. Job Satisfaction in Community Attachments/ Linkages

Indicators	Mean	Interpretation
<i>On my present job ... this is how I feel about...</i>		
1) The chance to “rub elbows” with important people,	4.41	Very Satisfactory
2) Being able to do things that don’t go against my conscience,	4.40	Very Satisfactory
3) The chance to do work that well suited to my abilities,	4.46	Very Satisfactory
4) The chance to tell other co –workers how to do things,	4.40	Very Satisfactory
5) The chance to try something different in my job,	4.43	Very Satisfactory
6) The chance to do something that makes use of my abilities,	4.38	Very Satisfactory
7) The chance to develop new and better ways to do the job,	4.35	Very Satisfactory
8) The chance to do things that don’t harm my other co- workers,	4.36	Very Satisfactory
9) The freedom to use my own judgment,	4.42	Very Satisfactory
10) The chance to the job without the feeling I am cheating anyone	4.36	Very Satisfactory
<b>OVERALL MEAN</b>	<b>4.40</b>	<b>Very Satisfactory</b>

Table 15 reveals the level of job satisfaction of teachers in Mallig, Isabela in relation to community attachments and linkages, which reflect opportunities for collaboration, social interaction, ethical alignment, and the meaningful use of professional skills. The overall mean score of 4.40, interpreted as “Very Satisfactory,” strongly indicates that teachers feel deeply fulfilled in the aspects of their job that involve engaging with others, contributing meaningfully to their school communities, and exercising professional autonomy in ethically sound ways.

The highest-rated item, “The chance to do work that is well suited to my abilities” (4.46), demonstrates that teachers recognize a strong match between their personal competencies and the responsibilities entrusted to them. Likewise, items such as “The freedom to use my own judgment” (4.42) and “The chance to try something different in my job” (4.43) reflect that the teaching environment allows for creativity, decision-making, and innovative practice. These findings align with Hackman and Oldham’s Job Characteristics Model (1976), which identifies autonomy and skill variety as central to fostering internal work motivation and job satisfaction.

Moreover, the high rating for “Being able to do things that don’t go against my conscience” (4.40) and “The chance to do the job without the feeling I am cheating anyone” (4.36) illustrates the significance of ethical congruence in shaping teachers’ job satisfaction. This reinforces Herzberg’s (1959) Two-Factor Theory, which asserts that intrinsic factors such as achievement, recognition, and meaningful work are major drivers of satisfaction. Teachers are more engaged when their roles resonate with their personal values and when their work benefits others without causing harm—both socially and professionally.

Another notable item is “The chance to rub elbows with important people” (4.41), which suggests that teachers also value opportunities for networking and external collaboration, such as with parents, community leaders, and educational stakeholders. These linkages not only validate the teachers’ role in a broader social context but also strengthen the school-community relationship, which is essential for a thriving educational ecosystem (Epstein, 2001).

Transformational leadership practices, such as promoting participatory decision-making, recognizing individual talents, and fostering collaborative networks, can greatly reinforce job satisfaction in this domain. As Bass and Riggio (2006) note, transformational leaders develop stronger interpersonal bonds and inspire staff by aligning organizational goals with personal values and social purpose.

The very satisfactory responses across all indicators confirm that teachers in the district feel empowered, valued, and connected — both within the school and in the broader community. Their ability to contribute meaningfully, act ethically, and engage with others enhances not only their professional fulfillment but also the quality of education provided to learners. These results affirm the need for continued investment in teacher autonomy, ethical leadership, and strong school-community partnerships.

Table 16. Relationship Between Transformational Leadership Style and Teachers’ Job satisfaction

Variables	Pearson r	p-value	Interpretation
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Variables	Pearson r	p-value	Interpretation
Transformational Leadership Style & Teachers' Job Satisfaction	0.692	0.000	Significant Positive Relationship

The statistical result of the Pearson correlation analysis conducted to determine the relationship between the transformational leadership style of school heads and teachers' job satisfaction is reflected in Table 16. The computed Pearson r value of 0.692 indicates a strong positive correlation between the two variables. This means that as school heads exhibit higher levels of transformational leadership—characterized by idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration—teachers tend to report higher levels of job satisfaction.

Moreover, the p-value of 0.000, which is less than the 0.05 level of significance, confirms that the relationship is statistically significant. Therefore, the null hypothesis, which states that there is no significant relationship between the school heads' transformational leadership style and teachers' job satisfaction, is rejected.

This finding supports the works of Bass and Riggio (2006), who emphasized that transformational leaders positively influence organizational outcomes, including employee satisfaction and performance. It also aligns with the findings of Bogler (2001), who demonstrated that teachers under transformational leaders exhibit higher morale and a greater sense of professional fulfillment. In the context of Mallig, Isabela, this suggests that school leaders who empower, recognize, and support their teachers contribute significantly to a satisfied and motivated teaching force.

Table 17. Relationship Between Teachers' Job Satisfaction and Their Profile Variables

Profile Variable	Statistical Test	Test Value	p-value	Interpretation
Age	Pearson r	0.126	0.193	Not Significant
Sex	Point-biserial	0.092	0.325	Not Significant
Civil Status	Point-biserial	0.115	0.231	Not Significant
Educational Attainment	Spearman rho	0.216	0.026	<b>Significant</b>
Years in Service	Spearman rho	0.242	0.014	<b>Significant</b>
Performance Rating	Pearson r	0.289	0.004	<b>Significant</b>
Highest Training Attended	Spearman rho	0.187	0.048	<b>Significant</b>

Table 17 presents the results of statistical tests conducted to determine whether there is a significant relationship between teachers' job satisfaction and their profile variables. The results indicate that educational attainment ( $p = 0.026$ ), years in service ( $p = 0.014$ ), performance rating ( $p = 0.004$ ), and highest training attended ( $p = 0.048$ ) have statistically significant relationships with job satisfaction. This suggests that teachers with higher qualifications, more experience, stronger performance, and broader training exposure tend to report higher satisfaction levels in their profession.

On the other hand, the profile variables age ( $p = 0.193$ ), sex ( $p = 0.325$ ), and civil status ( $p = 0.231$ ) do not show significant relationships with job satisfaction. These findings imply that personal demographic characteristics may have limited influence on how satisfied a teacher feels about their job compared to professional qualifications and career-related experiences.

These results align with the study of Dinham and Scott (2000), who emphasized that factors such as professional growth, recognition, and achievement significantly influence teachers' job satisfaction, more than age or gender. Additionally, Herzberg's Two-Factor Theory supports this by classifying performance recognition and opportunities for advancement as motivators that lead to satisfaction.

## 5. Conclusion

Based on the results of the study, the following conclusions are drawn:

(1) School heads in Mallig, Isabela exhibit a high level of transformational leadership, particularly in the domains of inspirational motivation, individualized consideration, idealized influence, and intellectual

stimulation. Teachers strongly agree that their school heads provide clear direction, encourage professional growth, inspire confidence, and respond to individual needs, reflecting effective and ethical leadership behaviors.

(2) Teachers in the district report high levels of job satisfaction, especially in areas related to job responsibilities and community linkages. They find fulfillment in their roles, experience moral alignment with their work, and appreciate opportunities for creativity and collaboration. However, moderate satisfaction was noted in the area of job security—especially in salary, benefits, and promotional opportunities—indicating a need for systemic support beyond leadership practices.

(3) There is a significant and strong positive relationship between the transformational leadership style of school heads and teachers' job satisfaction. This confirms that when leaders demonstrate transformational qualities, teachers are more motivated, committed, and satisfied in their work. Leadership that is empowering, vision-driven, and ethically grounded enhances the professional well-being of educators.

(4) Among the profile variables, educational attainment, years in service, performance rating, and highest training attended were found to have a statistically significant relationship with job satisfaction. These suggest that the more experienced and professionally advanced teachers tend to exhibit higher satisfaction. In contrast, age, sex, and civil status showed no significant correlation with job satisfaction, implying that demographic characteristics may be less influential than professional ones.

(5) The findings reinforce the value of transformational leadership in school settings, particularly in rural and under-resourced contexts such as Mallig. Such leadership not only enhances teachers' morale but also contributes to a more motivated, innovative, and resilient teaching workforce.

(6) The success of educational institutions is highly dependent on the quality of leadership exercised by school heads. Transformational leadership is not only beneficial but essential in promoting teacher satisfaction and ensuring school effectiveness. Hence, there is a pressing need for capacity-building initiatives and leadership development programs that foster transformational qualities among educational leaders.

## **6. Recommendations**

(1) School leaders should continue to enhance and practice transformational leadership, especially in the areas of inspirational motivation, individualized support, and intellectual stimulation. They are encouraged to provide more recognition, model ethical behavior, involve teachers in decision-making, and support innovative practices to further elevate job satisfaction and school performance.

(2) Teachers should actively participate in professional development programs and leadership dialogues to strengthen their engagement and collaboration with school leaders. By being proactive contributors to school improvement, teachers can also help shape a more collegial and fulfilling work environment.

(3) The division office should design and implement regular leadership training programs focusing on transformational leadership for both current and aspiring school heads. Such capacity-building programs will reinforce leadership practices that directly contribute to teacher morale, retention, and school effectiveness.

(4) There should be increased budgetary and institutional support for teacher incentives, promotion systems, and access to national and international training. Improving job security factors—such as equitable compensation, career advancement, and benefits—will address the relatively lower satisfaction in these areas and promote professional growth.

(5) Conduct regular needs assessments to evaluate the alignment of teacher competencies, training needs, and job assignments. This will ensure that teachers are placed in roles that match their abilities and receive the necessary support to perform effectively.

(6) Similar studies may be conducted in different contexts—such as in high schools, private institutions, or across different regions—to determine whether the same trends hold true. Future researchers may also explore mediating variables such as organizational climate, teacher resilience, or student performance to further examine the impact of transformational leadership.

(7) Since job satisfaction and teacher engagement can be influenced by school-community relationships, it is recommended that stronger linkages and collaborations be developed between schools and local stakeholders. This can help sustain a more supportive and inclusive school environment.

## **7. Implications**

The findings of this study carry several important implications for educational leadership and teacher development:

### **1) Teacher Education and Professional Development:**

Programs preparing future school heads should integrate transformational leadership training to ensure leaders are equipped with skills that nurture teacher motivation and satisfaction.

## 2) School Leadership Practices:

The significant positive relationship between leadership and job satisfaction implies that school leaders must prioritize supportive, visionary, and empowering practices to create positive school environments.

## 3) Organizational Climate and School Culture:

Transformational leadership can strengthen school climate, resulting in enhanced teamwork, communication, and instructional quality.

## 4) Teacher Retention and Well-being:

Improved job satisfaction may reduce stress, burnout, and turnover, contributing to a more stable teaching workforce.

## 5) DepEd Policy and Training:

The results support the need for continuous leadership development aligned with DepEd's PPSSH and other national frameworks promoting instructional leadership.

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