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School Heads' Management Styles and Teacher's Satisfaction

Ahreema S. Karim[1], Roden Wagia Matiman[2]

Dalimbang Elementary School, Tugunan Cluster, Division Of Special Geographic Area-BARMM, Cotabato, Philippines ahreema.karim@deped.gov.ph
[2]Cotabato Foundation College of Science and Technology (CFCST) Arakan, Cotabato, Philippines Roden.matiman001@deped.gov.ph

ABSTRACT

This study explored teachers' perceptions of exploitation and their lived experiences in public schools, specifically within the 2nd Congressional District of Cotabato Province, which includes the municipalities of Antipas, Arakan, Magpet, Makilala, and President Roxas. Using quantitative research design, the study involved 222 teachers and 22 school heads who responded to a survey questionnaire. The results revealed that teachers felt a low level of exploitation across all four indicators: workload, job control, distributive fairness, and procedural fairness. Correlation analysis showed a significant relationship between job control and length of service regarding perceived exploitation. Regression analysis indicated that length of service significantly predicted job control.

Results further revealed that transformational and democratic leadership styles positively impact teacher satisfaction, fostering a supportive and collaborative school environment. Meanwhile, authoritarian and laissez-faire leadership styles showed negative effects, often limiting teacher autonomy and motivation.

It provides valuable recommendations for school administrators and policymakers. It emphasizes the need for inclusive and adaptive leadership approaches to create a motivating, high-performing school culture that benefits both teachers and students.

INTRODUCTION

Effective school leadership plays a crucial role in shaping the educational environment, influencing both teacher satisfaction and student achievement. School heads, as key decision-makers, adopt various management styles that impact the overall performance of their institutions. Their leadership approach affects teacher motivation, work engagement, and instructional effectiveness, ultimately determining the quality of learning outcomes for students. However, as educational institutions strive for excellence, understanding the connection between school heads' management styles and their impact on teachers and students becomes essential.

Serafica (2018), teacher satisfaction is directly influenced by how school heads manage their teams. A supportive and empowering leadership style fosters a positive work environment where teachers feel valued, motivated, and committed to their roles. Conversely, a rigid or unsupportive management style can result in teacher burnout, stress, and decreased job satisfaction, which in turn affects their effectiveness in the classroom.

Studies suggest that teachers who work under encouraging, and participative leadership are more likely to demonstrate enthusiasm, creativity, and dedication, leading to a more engaging and productive learning experience for students (Cohen & Eliel, 2021).

Beyond teacher satisfaction, student achievement is also significantly impacted by school leadership. When school heads implement strategic management practices, establish a culture of continuous improvement, and create supportive policies, students tend to perform better academically (DeLa Cruz, 2022).

Effective leadership ensures that teachers have access to professional development, resources, and a well-structured curriculum, all of which contribute to student success. Furthermore, positive school leadership fosters a safe and inclusive environment that enhances student engagement, discipline, and overall learning outcomes (Ellwood, 2018).

Given the importance of school leadership in shaping educational experiences, this study aims to explore the impact of different management styles on teacher satisfaction and student achievement. By analyzing various leadership approaches and their outcomes, this research seeks to provide insights that can guide school heads in adopting effective management strategies. Ultimately, fostering leadership practices that enhance teacher motivation and student performance can contribute to the overall improvement of the education system (Jablon, et.al.,2020).

The existing research gaps for the study of school heads' management styles on teacher satisfaction. Despite extensive research on educational leadership and its impact on school performance, there remains a significant gap in understanding the direct and specific effects of school heads' management styles on both teacher satisfaction and student achievement. While numerous studies have explored leadership theories and general school effectiveness, limited research has simultaneously examined how different management styles influence teacher motivation and student learning outcomes within specific educational settings (Wang & Bailin, 2018).

Statement of the Problem

The study aims to identify the of school heads' management styles on teacher satisfaction. Specifically, the study aims to answer the following questions.

1. What is the level of school heads' management styles in terms of Authoritarian (Autocratic) Leadership, Democratic (Participative) Leadership, Transformational Leadership and Laissez-Faire (Delegative) Leadership?

2. What is the level of teacher satisfaction in terms of resource availability, teacher role, teacher preparedness, and student motivation?

3. Is there a significant relationship between the level of school heads' management styles and the level of teacher's satisfaction?

4. Is there significant influence of the school heads' management styles on teacher's satisfaction?

METHODS

Research Design

The researchers used a descriptive research design (Williams, 2017). Data was described using quantitative analysis of the respondents. An answer to the survey questionnaire was presented using the frequency count, weighted mean, and statistical tools.

The validity of a measurement procedure refers to the extent to which it accurately measures what it intends to measure. It's a critical aspect of research methodology, ensuring that the data collected is meaningful and relevant to the research question or hypothesis (Wainer & Braun, 2018).

Locale of the Study

The study was conducted in the Schools Division Office (SDO) of Cotabato, a division located in the SOCCSKSARGEN region of Mindanao, Philippines. It focuses on selected public elementary schools within SDO Cotabato, encompassing both rural and urban settings, specifically in the respective districts from the municipalities of Pikit and Aleosan. The selection of schools aims to provide a comprehensive understanding of how different school heads' management styles influence teacher's satisfaction. The study seeks to provide insights that can help improve management styles, enhance teacher performance, and ultimately elevate student motivation and learning outcomes in the division.

Research Instrument

The researchers used adapted survey questionnaires from Eshetie (2018) to generate and validate the question or questionnaires consisting of indicators that measured the impact of school heads management styles on teacher satisfaction, and learning experiences, the research instruments will be designed to gather data that can assess the school heads' management styles use. The research instruments should be valid, reliable, and tailored to the specific goals of the study.

The first part of the instrument measured the school heads management styles. This part was evaluated using the following scale (Dancey, 2018).

Level	Range	Verbal Description
5	4.50 - 5.00	Strongly Agree
4	3.50 - 4.49	Agree
3	2.50 - 3.49	Neutral
2	1.50 - 2.49	Disagree
1	1.00 - 1.49	Strongly Agree

The second part of the instrument measured the teacher's satisfaction. This part was scored using the following scale (Dancey, 2018).

Level	Range	Verbal Description
5	4.50 - 5.00	Strongly Agree
4	3.50 - 4.49	Agree
3	2.50 - 3.49	Neutral
2	1.50 - 2.49	Disagree
1	1.00 - 1.49	Strongly Agree

Research Participants

The respondents of this study consist of school heads and teachers from selected public elementary schools in the municipalities of Pikit and Aleosan under Schools Division Office (SDO) of Cotabato. The study includes teachers from various backgrounds, teaching different grade levels and subject areas and elementary school heads from the said municipalities.

The selection of respondents aims to ensure representation across different schools, including those in both urban and rural settings, to capture diverse perspectives on leadership styles and their effects on teacher satisfaction. The study excludes all elementary and secondary school heads and teachers from other municipalities and divisions.

Table 1. Distribution of respondents of the study in Schools Division office of Cotabato.

Municipality / Name of District	Number of School Heads	Number of Teachers
Aleosan East District	8	49
Aleosan West District	6	44
Pikit South District	7	49
Pikit North District	7	40
Pikit West District	8	40
TOTAL	**36**	**222**

Data Analysis

The data gathered in this study was analyzed and interpreted using a descriptive design such as weighted mean, and Spearman Rho correlation coefficient Spearman (1907), and the hypotheses of the study were tested using multiple regression analysis Pearson (Gelman, 2020).

RESULTS AND DISCUSSIONS

The Level of School Heads' Management Styles

The first research problem focused on determining the level of school heads' management styles in terms of Authoritarian (Autocratic) Leadership, Democratic (Participative) Leadership, Transformational Leadership and Laissez-Faire (Delegative) Leadership.

School Heads' Management Styles

School heads are shaping the culture, effectiveness, and overall success of their schools. Their management styles significantly impact teachers' motivation, student performance, and the general learning environment. Some leaders adopt a transformational approach, inspiring their staff with a clear vision and fostering a sense of shared purpose. Others lean towards a more transactional style, emphasizing structure, policies, and accountability. A democratic leader values collaboration and ensures that every voice, whether from teachers, students, or parents is heard in decision-making. Meanwhile, an autocratic head might prefer centralized control, making quick decisions but sometimes limiting creativity and flexibility. Ultimately, the most effective school heads adapt their management style based on the needs of their school community, ensuring a balance between structure and support to create a thriving educational environment.

Level of School Heads' Management Styles

The table 2 presented the summary of school heads' management styles, with a weighted mean of 3.74 ("Agree"), indicates that school leaders generally adopt a balanced and effective approach to leadership. This suggests that they demonstrate strong transformational and participative leadership qualities while occasionally utilizing authoritarian or delegative styles depending on the situation. Their leadership approach fosters collaboration, motivation, and professional growth among teachers and staff, contributing to a positive and productive school environment.

The result entails that school heads are perceived as supportive and engaged leaders who encourage participation and inspire improvement. However, to further enhance school performance, they may consider refining their leadership strategies by maintaining flexibility, strengthening communication, and ensuring that their approach aligns with the specific needs of their school community.

Martin and Ertzberger (2020), emphasizes that transformational school leaders inspire and empower teachers by fostering a shared vision, promoting professional growth, and encouraging innovation.

Table 2. Level of school heads' management styles in terms of Authoritarian (Autocratic) Leadership, Democratic (Participative) Leadership, Transformational Leadership and Laissez-Faire (Delegative) Leadership.

School Heads' Management Styles	Weighted Means	Verbal Description
Authoritarian (Autocratic) Leadership	2.93	Moderately Agree
Democratic (Participative) Leadership	4.63	Strongly Agree
Transformational Leadership	4.78	Strongly Agree

Laissez-Faire (Delegative) Leadership	2.63	Moderately Agree
OVER-ALL WEIGHTED MEAN	3.74	Agree

Level	Range	Description
1	4.50 - 5.00	Strongly Agree
4	3.50 - 4.49	Agree
3	2.50 - 3.49	Moderately Agree
2	1.50 - 2.49	Disagree
1	1.00 - 1.49	Strongly Disagree

The Level of Teacher's Satisfaction

The second research problem focused on determining the level of teacher's satisfaction in terms of resource availability, teacher preparedness, teacher role and student motivation.

Teacher's Satisfaction

Teacher's satisfaction is pivotal to the success of a school as a whole. Educators who are appreciated, supported, and adequately provisioned are more likely to give their best effort and make a significant contribution to the learning process among students. Leadership support, availability of resources, being prepared, fulfilling one's role, and motivating students are usually critical factors in determining if teachers are satisfied.

When teachers are confident and provided with the proper resources, they are more likely to believe in themselves to be able to present useful lessons. Similarly, when students are excited to learn, it makes it a more satisfying experience for instructors. A positive sense of purpose and appreciation further propels teacher fulfillment, ensuring they remain dedicated to their field.

Finally, having a positive school climate where teachers hear themselves, are valued, and empowered results in increased job satisfaction. This, in turn, improves teaching efficacy, fosters student achievement, and adds to the well-being of the educational community.

Summary of the Level of Teacher's Satisfaction

The table 3 presented the summary of the level of teacher's satisfaction, with a weighted mean of 4.65 ("Strongly Agree"), indicates that teachers feel highly satisfied and motivated in their roles. This suggests that they experience a positive work environment, strong support from school leadership, and opportunities for professional growth. High satisfaction is often linked to increased job commitment, collaboration, and overall effectiveness in teaching.

The strong agreement also implies that teachers are performing well, likely demonstrating dedication to student learning, innovation in instructional strategies, and adherence to professional standards. The implication of this result is that maintaining high levels of teacher satisfaction can lead to sustained improvements in student outcomes and school success. To further enhance this, school heads can continue to provide professional development, recognize teacher contributions, and foster an environment of trust, respect, and collaboration.

Dioquino and Paglinawan (2024) conducted that teacher satisfaction plays a crucial role in determining the overall effectiveness and performance of educators in the classroom. When teachers feel valued, supported, and motivated, they are more likely to be engaged in their work and deliver high-quality instruction.

Table 3. Summary of the level of teacher satisfaction in terms of resource availability, teacher preparedness, teacher role and student motivation

Teacher's Satisfaction	Weighted Means	Verbal Description
Resource availability	4.36	Agree
Teacher role	4.68	Strongly Agree
Teacher preparedness	4.61	Strongly Agree
Student motivation	4.61	Strongly Agree
OVER-ALL WEIGHTED MEAN	4.65	Strongly Agree

Level	Range	Description
1	4.50 - 5.00	Strongly Agree
4	3.50 - 4.49	Agree
3	2.50 - 3.49	Moderately Agree
2	1.50 - 2.49	Disagree
1	1.00 - 1.49	Strongly Disagree

Relationship of the School Heads' Management Styles and Teachers' Satisfaction

Authoritarian Leadership and Resource Availability

Table 4 presents the correlation between school heads' Authoritarian Leadership style and teacher satisfaction in terms of resource availability, with a correlation coefficient of -0.327 and a probability value of 0.047. This negative correlation suggests that as school heads exhibit more authoritarian leadership behaviors such as strict control, rigid decision-making, and limited teacher involvement teachers tend to feel less satisfied with the availability of resources.

When teachers experience limited involvement in school decision-making, particularly in areas that directly affect their teaching conditions, they often feel less satisfied with the availability and accessibility of resources. This lack of participation can lead to a disconnect between what teachers genuinely need in the classroom and what is provided by the administration. When teachers are not consulted or included in discussions about instructional materials, learning tools, or classroom support, they may perceive the school environment as unsupportive or unresponsive to their professional needs. The p-value is less than 0.01 level of significance, hence, the hypothesis was rejected.

The result implies that when leaders make decisions unilaterally without consulting teachers, there may be gaps in addressing the actual needs of the classroom. Teachers might feel that resources are not being allocated effectively or that their input on what materials and tools are necessary is overlooked. Over time, this can lead to frustration, decreased motivation, and potential challenges in delivering high-quality instruction.

Chowdhury and Quaddus (2017) explored the significance of resource integration in organizational resilience. Their findings suggested that the effective integration of resources, supported by dynamic capabilities, enhances an organization's ability to withstand disruptions.

Transformational Leadership and Teacher Role

In table data, presents the correlation between school heads' Transformational Leadership and teacher satisfaction in terms of their role, with a correlation coefficient of 0.381 and a probability value of 0.020. The p-value is less than 0.01 level of significance, hence, the hypothesis was rejected.

This positive correlation suggests that as school heads demonstrate more transformational leadership qualities such as inspiring a shared vision, promoting professional growth, and empowering teacher - teachers tend to feel more satisfied and fulfilled in their roles.

The results highlight the significant impact of supportive and visionary leadership on teacher morale. When school heads encourage innovation, provide mentorship, and recognize teachers' contributions, educators are more likely to feel valued and motivated. A strong sense of purpose enhances their commitment to their profession and improves their ability to nurture student success.

The role of teachers also extends to being lifelong learners themselves. Bacud (2017) highlights the importance of continuous professional development, stating that teachers must engage in ongoing education to cope with the dynamic forces that shape present-day education.

Table 4 Correlation matrix showing the relationship of the school heads' management styles and teachers' satisfaction.

Spearman Rho					
Management Styles		**Resource Availability**	**Teacher Role**	**Teacher Preparedness**	**Student Motivation**
Authoritarian Leadership	Cor. Coef.	**-0.327***	-0.091	-0.114	-0.124
	Probability	**0.047**	0.594	0.502	0.466
Democratic Leadership	Cor. Coef.	0.097	0.176	-0.094	0.021
	Probability	0.569	0.297	0.582	0.902
Transformational Leadership	Cor. Coef.	0.107	**0.381***	0.126	0.113
	Probability	0.527	**0.020**	0.456	0.506
Laissez-faire Leadership	Cor. Coef.	-0.143	-0.099	-0.049	-0.015
	Probability	0.397	0.558	0.772	0.931

**.*Corre*lation is significant at the 0.01 leve*l*.

.Correlation is significant at the 0.05 level.

Influence of the School Heads' Management Styles on the Teachers' Satisfaction

Table 5 presents a summary of how school heads' management styles influence teachers' satisfaction across various aspects, including resource availability, teacher preparedness, student motivation, and teacher roles. The results indicate that while leadership styles play an important role in school management, their direct influence on teacher satisfaction varies. Among the leadership styles analyzed, transformational leadership shows the most positive impact, particularly in enhancing teachers' sense of purpose and professional fulfillment.

 However, in areas like teacher preparedness and student motivation, the statistical significance is low, suggesting that other factors such as access to resources, professional development, and student engagement strategies play a more crucial role.

Additionally, authoritarian and laissez-faire leadership styles show little to no significant impact, emphasizing that strict control or minimal involvement does not necessarily enhance teacher satisfaction. These findings highlight the need for school heads to adopt a balanced, supportive, and visionary leadership approach to create a more motivated and engaged teaching workforce.

Oloo, Abenga, and Wangila (2023) conducted that teacher performance is closely linked to their level of job satisfaction. Satisfied teachers tend to be more innovative, patient, and dedicated, creating a more engaging and effective learning environment for students.

Table 5   Summary of Influence of the School Heads' Management Styles on the Teachers' Satisfaction

Management Styles	resource availability		teacher role.		teacher preparedness.		student motivation	
	t-value	Prob.	t-value	Prob.	t-value	Prob.	t-value	Prob.
Authoritarian leadership	-1.276	0.211	0.420	0.677	-0.598	0.554	-0.534	0.597
Democrative leadership	0.554	0.584	1.228	0.228	-0.565	0.576	0.040	0.968
Transformational leadership	-0.696	0.492	2.621	**0.030***	0.136	0.893	0.590	0.559
Laissez-faire leadership	-0.599	0.553	-0.558	0.581	0.156	0.877	0.188	0.852
R^2	0.093		0.120		0.022		0.025	
F – Value	0.819		2.086		0.179		0.209	
Probability	0.522[ns]		0.048*		0.947[ns]		0.931[ns]	

*.Correlation is Significant at 0.05 level.

**.Correlation is significant at 0.01 level

Conclusions

The findings indicate that transformational and democratic leadership styles positively impact teacher satisfaction and performance, while authoritarian and laissez-faire leadership styles show either neutral or negative effects. Statistical analyses revealed significant correlations between leadership approaches and teacher motivation, emphasizing that supportive, participative, and visionary leadership fosters a productive and engaged teaching environment.

Additionally, teachers who experienced collaborative leadership reported higher levels of job satisfaction and motivation, resulting in better student outcomes. However, the study also highlighted areas for improvement, particularly in terms of communication gaps, decision-making processes, and leadership support systems. These findings laid the foundation for the development of intervention programs aimed at enhancing leadership effectiveness.

Recommendations

These are the recommendations to enhance school heads' management styles, teacher satisfaction, and overall school performance:

1.   School heads may prioritize leadership styles that foster collaboration, empowerment, and motivation among teachers.

2.   Encourage participative decision-making by involving teachers in curriculum planning, policy formulation, and school improvement initiatives.

3.   Evaluate and define intervention strategies, continuously assess the effectiveness of intervention strategies and make refinement as needed.

4. Promoting a collaborative e school culture encourages collaboration among teachers, school heads, and other stakeholders through initiatives such as team building activities and collaborative planning.

5. Organize continuous leadership and teaching training programs to help school heads and teachers stay updated with modern educational strategies.

6. Provide mentorship opportunities for both new and experienced educators to foster a culture of learning.

7. Ensure that teachers have adequate teaching materials, technology, and facilities to enhance instructional effectiveness.

8. Implement policies that support teachers' well-being, such as flexible working hours, mental health initiatives, and wellness programs.

9. Future researchers may investigate other leadership styles beyond the ones covered in this study, such as servant leadership, instructional leadership, or situational leadership, and their impact on teacher satisfaction and performance.

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