



School Heads' Role of Emotional Intelligence, Leadership Style, and Organizational Culture for Job Satisfaction

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ABSTRACT

This research investigated how emotional intelligence, leadership styles, and organizational culture impact the job satisfaction of school administrators in the Province of Cotabato for the academic year 2024–2025. Specifically, it evaluated the levels of emotional intelligence, leadership approaches, organizational culture, and job satisfaction among school leaders, while also analyzing the relationships and influences among these factors. The study identified challenges that affect job satisfaction and the coping strategies utilized by administrators, with the goal of proposing evidence-based interventions and policy recommendations. Results indicated that school administrators exhibited high levels of emotional intelligence (including self-awareness, self-regulation, and empathy) and demonstrated effective leadership styles (transformational, transactional, and participative). The aspects of organizational culture (including collaborative practices, a shared vision, and a supportive environment) were also strongly evident. Overall, all domains of job satisfaction—such as work environment, professional growth, and workload/work-life balance—received high satisfaction ratings. There was a significant relationship between emotional intelligence, leadership styles, and organizational culture with various dimensions of job satisfaction. Common challenges faced included time limitations, workload excess, insufficient resources, and emotional strain. To cope, administrators turned to practices such as effective time management, collaborative leadership, stress management, seeking institutional support, and prioritizing self-care.

Keywords: Collaborative Practices, Empathy, Job Satisfaction

1. Introduction

Teacher job satisfaction frequently suffers due to overwhelming workloads, insufficient pay, limited opportunities for professional development, and lack of support from school administration. Such challenges can result in teacher burnout, diminished motivation, and increased turnover rates, ultimately impacting the quality of education provided.

The emotional intelligence of school leaders, their styles of leadership, and the culture of the organization significantly influence job satisfaction. Administrators with high emotional intelligence foster supportive relationships and create a positive workplace. Transformational and democratic leadership encourages participation in decision-making.

A collaborative culture that aligns with teachers' values nurtures a sense of community, promoting professional development and well-being, which contributes to greater job satisfaction (Allodi & Fischbein, 2014).

The emotional intelligence, leadership approaches, and organizational culture of school administrators have a significant effect on their job satisfaction (Crossman & Harris, 2016). Leaders who exhibit emotional intelligence, show empathy, and communicate effectively enhance their staff's morale (Ashkanasy & Daus, 2015). Transformational and democratic leadership fosters increased satisfaction through empowerment and inclusive decision-making (Bass, 2019). A positive and collaborative organizational culture further boosts professional fulfillment and commitment (Baird, Su, & Tung, 2018).

Despite substantial research on how emotional intelligence, leadership styles, and organizational culture influence job satisfaction, there remains a gap in understanding how these factors interact in various educational contexts (Choi, 2019). In particular, there is a scarcity of empirical evidence regarding how these variables collectively impact job satisfaction in different types of schools and cultural environments. Addressing these gaps could lead to a more thorough framework for enhancing the well-being and effectiveness of educators (Cascio & Montealegre, 2016).

The researcher is driven to explore the impact of emotional intelligence, leadership styles, and organizational culture on job satisfaction, given the potential to provide valuable insights for educational practices and policies. The study intends to reveal how specific leadership traits and organizational dynamics can be tailored to create a supportive and empowering work environment. The researcher aims to suggest strategies that enhance sustainable job satisfaction and retention, ultimately improving educational outcomes for students.

Aim

This research intended to evaluate the significance of emotional intelligence, leadership style, and organizational culture on job satisfaction in the Province of Cotabato for the academic year 2024-2025. Specifically, it aimed to address the following research inquiries:

1. What level of emotional intelligence do the school administrators possess in terms of self-awareness, self-regulation, and empathy?
2. What level of leadership styles do the school administrators exhibit in terms of transformational leadership, transactional leadership, and participative leadership?
3. What level of organizational culture do the school administrators demonstrate regarding collaborative practices, shared vision and goals, and a supportive environment?
4. What level of job satisfaction do school heads report in terms of work environment, professional development, and workload and work-life balance?
5. Is there a substantial relationship between emotional intelligence and job satisfaction?
6. Does emotional intelligence have a significant influence on job satisfaction?
7. Is there a noteworthy relationship between leadership styles and job satisfaction?
8. Do leadership styles have a significant impact on job satisfaction?
9. Is there a significant connection between organizational culture and job satisfaction?
10. Does organizational culture significantly affect job satisfaction?

Hypotheses

The following hypotheses were examined in this study:

1. There is no significant connection between emotional intelligence and job satisfaction.
2. Emotional intelligence does not have a significant effect on job satisfaction.
3. There is no meaningful relationship between leadership styles and job satisfaction.
4. Leadership styles do not significantly affect job satisfaction.
5. There is no substantial relationship between organizational culture and job satisfaction.
6. Organizational culture does not significantly impact job satisfaction.

2. METHODS

Research Design

This research utilized a mixed methodology that integrates both quantitative and qualitative techniques for data collection, analysis, and interpretation within a single investigation. The aim was to harness the benefits of both methodologies, providing a more detailed understanding of the research issue (Creswell and Plano Clark, 2017). Additionally, an explanatory sequential design was utilized where quantitative data was gathered initially, followed by qualitative data to clarify or expand upon the quantitative findings (Johnson & Onwuegbuzie, 2016).

Population and Sampling

For the quantitative component, this study used a complete enumeration method. This approach meant that all secondary principals in the Cotabato Division and Kidapawan City Division were included in the research.

Instrument

The researcher created a self-administered questionnaire to collect the essential data, which was organized into four sections. To ensure the instrument's accuracy and consistency, the questionnaire was subjected to validity and reliability testing, with reliability evaluated using Cronbach's Alpha. According to Tavakol and Dennick (2016), this test assessed the internal consistency of the items, yielding a coefficient that indicates how effectively the items represented the same construct, thereby confirming that the instrument was both valid and reliable for the objectives of the study.

3. RESULTS and DISCUSSION

Emotional Intelligence in School Administrators

The primary research issue aimed to ascertain the emotional intelligence level of school administrators concerning self-awareness, self-regulation, and empathy.

Level of Emotional Intelligence in School Administrators

Table 3 illustrates the emotional intelligence levels of school administrators with regard to self-awareness, self-regulation, and empathy, showing a grand mean of 4.43, categorized as highly manifested. Among the three aspects, Empathy achieved the highest weighted mean of 4.51, followed closely by self-awareness, which had a weighted mean of 4.41. Self-regulation, on the other hand, recorded a weighted mean of 4.36, with all three dimensions being described as highly manifested.

These findings suggest that school administrators possess strong emotional intelligence, with empathy being their most developed characteristic. This indicates they are exceptionally skilled at comprehending and addressing the emotions and needs of others. Such a trait can foster a more inclusive and supportive school atmosphere, promoting open communication, trust, and positive relationships. Administrators who exhibit empathy are also more adept at resolving conflicts and providing support to their staff and students. Moreover, their elevated levels of self-awareness and self-regulation imply they can maintain composure, think clearly, and make considered decisions—even in challenging circumstances. These skills are crucial for effectively leading a school and assisting teachers in navigating daily difficulties.

Recent research underscores the importance of emotional intelligence in educational leadership. Trigueros et al. (2020) noted that school leaders with high emotional intelligence, especially in the area of empathy, are more capable of fostering positive teacher-student relationships and enhancing the organizational climate. Likewise, a study by Ali et al. (2021) indicated that emotionally intelligent administrators often exhibit stronger decision-making skills, improved communication, and greater adaptability, all of which are vital in the ever-evolving educational environment. Furthermore, a study by Huang et al. (2022) emphasized the role of emotional regulation and self-awareness in alleviating occupational stress and enhancing leadership satisfaction among school administrators.

Table 3 Level of emotional intelligence of the school administrators

Emotional Intelligence	Weighted Mean	Description
Self-Awareness	4.41	Highly Manifested
Self-Regulation	4.36	Highly Manifested
Empathy	4.51	Highly Manifested
Grand Mean	4.43	Highly Manifested

<i>Level</i>	<i>Range</i>	<i>Description</i>
5	4.21-5.00	Highly Manifested
4	3.41-4.20	Manifested
3	2.61-3.40	Moderately Manifested
2	1.81-2.60	Less Manifested
1	1.00-1.80	Least Manifested

Leadership Style of School Administrators

The second research issue aimed to assess the leadership styles of school administrators in relation to transformational leadership, transactional leadership, and participative leadership.

Assessment of Leadership Styles Among School Administrators

As demonstrated in Table 4, all leadership styles exhibited by school administrators are significantly present, as reflected by the overall mean of 4.44. Among the three styles, participative leadership achieved the highest weighted mean of 4.46. This was followed closely by transformational leadership, which received a weighted mean of 4.44. Transactional leadership obtained a weighted mean of 4.42, with all styles classified as significantly present.

These results suggest that school administrators apply a balanced mix of leadership styles, with a notable strength in participative leadership. Their inclination to engage others in the decision-making process nurtures an environment of trust, collaboration, and shared accountability within the school. The elevated levels of transformational leadership also indicate their ability to inspire change and motivate staff toward ongoing improvement. Meanwhile, the regular implementation of transactional leadership signifies their attention to structure, accountability, and clear performance standards.

Recent research supports these conclusions. Adegbite and Nwokolo (2021) noted that participative leadership fosters collaboration and empowerment, leading to enhanced job satisfaction and improved school outcomes. Similarly, transformational leadership has been recognized for significantly boosting teacher motivation and innovation, as highlighted by Aydin and Kaya (2020), who noted that leaders who inspire and support their staff have a positive impact on school effectiveness. Furthermore, a study by Bayram et al. (2022) found that transactional leadership, when integrated with other leadership styles, aids in maintaining operational consistency and accountability in educational institutions.

Table 4 Level of leadership styles of the school administrators

Leadership Styles	Weighted Mean	Description
Transformational Leadership	4.44	Highly Manifested
Transactional Leadership	4.42	Highly Manifested
Participative Leadership	4.46	Highly Manifested
Grand Mean	4.44	Highly Manifested

Level	Range	Description
5	4.21-5.00	Highly Manifested
4	3.41-4.20	Manifested
3	2.61-3.40	Moderately Manifested
2	1.81-2.60	Less Manifested
1	1.00-1.80	Least Manifested

Organizational Culture of School Administrators The third research question aimed to assess the level of organizational culture among school administrators concerning collaborative practices, shared vision and goals, and supportive environments.

Level of Organizational Culture of School Administrators

As illustrated in Table 5, all aspects of organizational culture among school administrators are significantly implemented, as evidenced by the grand mean of 4.41. Among the three components, Shared vision & goals received the highest weighted mean of 4.47. Collaborative practices followed closely, with a weighted mean of 4.40. The supportive environment attained a weighted mean of 4.35, all categorically described as highly practiced. These results suggest that school administrators emphasize cultivating a robust, goal-driven culture where collaboration and support are fundamental to everyday operations. The focus on a shared vision and goals ensures that staff members are aligned in their objectives and inspired to pursue common aims. Additionally, the high level of collaborative practices indicates that leadership fosters participatory decision-making and values contributions from all members. While the supportive environment is still rated positively, **it suggests a need for further improvement in emotional safety and recognition within the workplace.**

Table 5 Level of organizational culture of the school administrators

Organizational Culture	Weighted Mean	Description
Collaborative Practices	4.40	Highly Practiced
Shared Vision & Goals	4.47	Highly Practiced
Supportive Environment	4.35	Highly Practiced
Grand Mean	4.41	Highly Practiced

Level	Range	Description
5	4.21-5.00	Highly Practiced
4	3.41-4.20	Practiced
3	2.61-3.40	Moderately Practiced
2	1.81-2.60	Less Practiced
1	1.00-1.80	Least Practiced

School Heads' Job Satisfaction

The fourth research problem aimed to assess the level of job satisfaction among school heads concerning their work environment, professional development, workload, and work-life balance. Job Satisfaction Level of School Administrators Table 6 illustrates that all dimensions of job satisfaction among school administrators are rated as highly satisfied, as indicated by the grand mean of 4.34. Of the various factors, professional development

achieved the highest weighted mean of 4.39. The work environment came next with a weighted mean of 4.32. In contrast, workload and work-life balance received a weighted mean of 4.30, all of which are categorized as highly satisfied. These findings suggest that school administrators generally enjoy a positive level of job satisfaction, particularly excelling in their professional development opportunities. This likely enhances their performance, motivation, and dedication to their leadership positions. A satisfying work environment also contributes to creating a stable and productive school setting. Furthermore, the workload and work-life balance indicators imply that school administrators effectively manage their duties, impacting their long-term well-being and effectiveness. The results are corroborated by the research of Nguyen and Vo (2021), which found that professional development is a crucial factor for job satisfaction among educational leaders, empowering them with current knowledge and enhancing their leadership capabilities. Additionally, the study by Rahman and Nasir (2020) underscored the significance of a healthy work environment in raising morale and fostering organizational loyalty. Meanwhile, Kurniawan et al. (2022) pointed out the ongoing struggle to maintain work-life balance in school leadership, noting that although administrators are frequently satisfied with their positions, the job demands can occasionally disrupt their personal well-being.

Table 6 Level of job satisfaction of the school administrators

Job Satisfaction	Weighted Mean	Description
Work Environment	4.32	Highly Satisfied
Professional Development	4.39	Highly Satisfied
Workload & Work-life Balance	4.30	Highly Satisfied
Grand Mean	4.34	Highly Satisfied

Level	Range	Description
5	4.21-5.00	Highly Satisfied
4	3.41-4.20	Satisfied
3	2.61-3.40	Moderately Satisfied
2	1.81-2.60	Less Satisfied
1	1.00-1.80	Least Satisfied

Relationship of the Emotional Intelligence and Job Satisfaction

The fifth research problem focused in finding out the significant relationship between emotional intelligence and job satisfaction.

Self-Awareness and Job Satisfaction

Table 7 illustrates the connection between emotional intelligence and job satisfaction among school administrators. The correlation matrix indicates that self-awareness is significantly related to all the parameters assessing job satisfaction, including work environment (corr. coef.=0.156** with a p-value of 0.007); professional development (corr. coef.=0.209** with a p-value of 0.000); and workload and work-life balance (corr. coef.=0.133** with a p-value of 0.020).

These results suggest that the emotional intelligence of school administrators, particularly self-awareness, significantly impacts their job satisfaction. The probability values presented, which are below the 1% significance level, imply rejection of the stated hypothesis concerning this part of the study. This signifies that as self-awareness in emotional intelligence increases, so does the level of job satisfaction among school administrators.

The findings highlight that self-awareness, a crucial element of emotional intelligence, significantly influences job satisfaction for school administrators. When leaders exhibit self-awareness, they gain a more profound understanding of their emotions, strengths, limitations, and values. This increased awareness allows them to make more considered choices, manage stress more effectively, and sustain professional relationships, all contributing to a more rewarding and satisfying work experience. Furthermore, it enables them to evaluate their leadership style and modify their behavior in ways that align with their personal objectives and organizational expectations, leading to enhanced career satisfaction and effectiveness.

These results underscore the relevance of self-awareness in improving job satisfaction among school leaders. Ali, Siddiqui, and Arshad (2021) noted that self-awareness aids administrators in navigating emotional challenges and fostering a positive perspective amid stress, resulting in elevated job satisfaction levels. Likewise, Salas-Vallina and Alegre (2020) discovered that leaders with strong emotional intelligence, especially those who are self-aware, tend to experience greater well-being and engagement in their work.

Empathy and Job Satisfaction

Table 7 illustrates the connection between emotional intelligence and job satisfaction among school administrators. The correlation matrix indicates that empathy is significantly related to the factors measuring job satisfaction in terms of the work environment (corr. coef. = 0.218** with a p-value of 0.000)

and professional development (corr. coef. = 0.131** with a p-value of 0.022). However, no correlation was found regarding workload and work-life balance.

These results suggest that the emotional intelligence of school administrators, particularly empathy, is highly important for their job satisfaction. The probability values provided, which are less than the designated 1% significance level, indicate the rejection of the stated hypothesis concerning this aspect of the study. This further implies that a higher degree of empathy in emotional intelligence correlates with increased job satisfaction among school administrators.

This demonstrates that empathy, a key component of emotional intelligence, significantly influences the job satisfaction of school administrators. Administrators who exhibit empathy can better understand and address the emotional needs, concerns, and viewpoints of teachers, students, and staff. This ability to connect on an emotional level fosters trust, collaboration, and a more cohesive work atmosphere. Consequently, empathetic administrators frequently find a greater sense of purpose and fulfillment in their roles, leading to enhanced job satisfaction and a more positive school culture.

The findings reinforce the strong link between empathy and job satisfaction. For example, Majeed and Fatima (2020) discovered that empathy in leadership improves interpersonal relationships and promotes team cohesion, which notably enhances leaders' satisfaction in their positions. Similarly, a study by Miao, Humphrey, and Qian (2020) highlighted that empathy enables leaders to cultivate supportive and inclusive environments, which not only uplift staff morale but also enhance the emotional well-being and job satisfaction of the leaders themselves.

.Table 7 Correlation matrix showing the relationship of the emotional intelligence of the school administrators and job satisfaction.

<i>Spearman Rho</i>				
Emotional Intelligence		Work Environment	Professional Development	Workload and Work-life Balance
Self-awareness	Cor. Coef.	0.156**	0.209**	0.133*
	Probability	0.007	0.000	0.020
	Cor. Coef.	0.160**	0.180**	0.113
Self-regulation	Probability	0.005	0.002	0.050
	Cor. Coef.	0.218**	0.131*	0.068
Empathy	Probability	0.000	0.022	0.239

**Correlation is significant at the 0.01 level.

*Correlation is significant at the 0.05 level.

The sixth research inquiry aimed to determine the significant impact of emotional intelligence on job satisfaction.

Emotional Intelligence's Effect on Work Environment

Table 8 indicates that the combined influence of emotional intelligence notably affects the job satisfaction of school administrators, particularly regarding the work environment (F-value = 11.557, Probability = 0.000). The hypothesis posited by the study was dismissed since the probability value is significantly lower than the 0.010 level of significance.

In fact, 10.40% of the variation in the job satisfaction of school administrators pertaining to the work environment is attributed to self-awareness, self-regulation, and empathy. The remaining 89.60% stems from factors not examined in this study.

Among the emotional intelligence components analyzed, self-awareness, self-regulation, and empathy emerged as the strongest predictors of the work environment experienced by school administrators.

This indicates that self-awareness, self-regulation, and empathy—crucial elements of emotional intelligence—serve as powerful indicators of the work environment for school administrators. Administrators who possess an understanding of their emotions, can manage their responses, and are attuned to the feelings of others are more inclined to foster a positive, respectful, and collaborative workplace. These emotional intelligence qualities enable them to establish trust, handle conflicts constructively, and encourage transparent communication, all of which contribute to a supportive and efficient work environment where individuals feel appreciated and motivated.

The results underscore the significant role of emotional intelligence in shaping the quality of the work environment. Malik and Shujahat (2020) noted that leaders with high emotional intelligence cultivate more inclusive and psychologically safe atmospheres, facilitating collaboration and enhancing productivity. Moreover, a study by Pérez-Fuentes et al. (2021) found that emotional intelligence, particularly self-awareness and empathy, improves organizational climate and mitigates interpersonal conflict within school environments.

Emotional Intelligence on Workload and Work-life Balance

On the topic of workload and work-life balance, the influence of emotional intelligence was found to significantly affect the job satisfaction of school administrators concerning these factors ($F\text{-value} = 3.753$, $\text{Probability} = 0.011$). The hypothesis proposed in the study was dismissed since the probability value is considerably below the 0.050 level of significance.

In reality, 3.60% of the variance in job satisfaction of school administrators regarding workload and work-life balance was attributed to self-awareness, while the remaining 96.40% was attributed to other satisfaction factors not considered in the research.

Among the emotional intelligence factors examined in the study, self-awareness emerged as a key predictor of school administrators' workload management and work-life balance. This suggests that a high level of self-awareness is crucial for managers in recognizing indicators of stress, exhaustion, and excessive commitments. They are likely to evaluate their personal limitations realistically, make informed choices about task delegation, and prioritize actions that align with their values and aspirations. This enhanced self-knowledge aids them in achieving a healthy equilibrium between their professional obligations and personal health, ultimately resulting in increased job satisfaction and sustained performance.

Recent research corroborates the connection between self-awareness and effective management of workload and life balance. For example, Singh and Sharma (2021) highlighted that self-awareness empowers leaders to notice when work pressures disrupt their personal lives and take necessary steps to restore equilibrium. Similarly, research by Sari and Karacan (2022) indicated that school leaders with strong emotional intelligence, particularly those exhibiting high self-awareness, are more inclined to implement proactive measures to manage workload and avert burnout.

Table 8 Summary of the influence of emotional intelligence on the job satisfaction.

Emotional Intelligence	Work Environment	Professional Development	Workload and Work-life Balance
	t-value	t-value	t-value
(Constant)	7.930	7.927	9.005
Self-Awareness	2.643**	4.630**	2.400*
Self-Regulation	3.087**	2.371*	1.733
Empathy	2.784**	1.303	0.332
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$R^2 = 0.104$	$R^2 = 0.111$	$R^2 = 0.036$	
$\text{Prob.} = 0.000$	$\text{Prob.} = 0.000$	$\text{Prob.} = 0.011$	
$F\text{-Value} = 11.557$	$F\text{-Value} = 12.486$	$F\text{-Value} = 3.753$	

Relationship of the Leadership Styles and Job Satisfaction

The seventh research objective aimed to identify the significant connection between leadership styles and job satisfaction.

Transformational Leadership and Job Satisfaction

Table 9 illustrates the correlation between leadership styles and the job satisfaction of school administrators. The correlation matrix indicates that transformational leadership is significantly related to the factors used to evaluate job satisfaction, specifically regarding professional development (corr. coef. = 0.219** with a p-value of 0.000) and workload and work-life balance (corr. coef. = 0.191* with a p-value of 0.001). However, no correlation was found concerning the work environment.

These results suggest that the leadership styles adopted by school administrators, particularly transformational leadership, are strongly linked to their job satisfaction. The provided probability values, which fall below the established 1% significance level, imply that the hypothesis related to this aspect of the research is rejected. This signifies that as transformational leadership increases, so does the level of job satisfaction among school administrators.

This indicates that transformational leadership is crucial in enhancing job satisfaction for school administrators. Those who display transformational leadership qualities such as inspiring a collective vision, motivating colleagues, promoting innovation, and providing individualized attention are more likely to find greater fulfillment and purpose in their roles. This leadership approach cultivates a positive organizational atmosphere, strengthens relationships, and empowers both leaders and their teams, which in turn leads to a higher degree of professional satisfaction and engagement.

This finding aligns with the work of Wahab et al. (2021), which revealed that transformational leadership markedly boosts job satisfaction among school leaders by fostering trust, collaboration, and a sense of purpose. Likewise, research by Alzahrani (2022) found that transformational leaders tend to experience greater intrinsic motivation and job satisfaction due to their active participation in shaping school culture and driving positive change.

Conclusion

Based on the results of the study, the following conclusions were made:

1. School administrators demonstrated a strong presence of emotional intelligence, especially in the areas of self-awareness, self-regulation, and empathy.
2. Leadership styles among school administrators were prominently displayed, particularly in transformational, transactional, and participative approaches.
3. Additionally, they actively engaged in collaborative practices, established a shared vision and goals, and fostered a supportive environment.
4. School administrators expressed a high level of job satisfaction concerning their work setting, opportunities for professional development, and their capability to balance workload and personal life.
5. There was a significant relationship between the emotional intelligence and job satisfaction of school administrators.
6. The emotional intelligence of school administrators had a notable impact on their job satisfaction.
7. There was a significant association between the leadership styles and job satisfaction of school administrators.
8. The leadership styles employed by school administrators significantly contributed to their job satisfaction.
9. Organizational culture had a significant effect on the job satisfaction of school administrators.
10. The organizational culture strongly influenced the job satisfaction of school administrators.

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Authors' Biography

The researcher was born on February 2, 1994, in Malatab, Antipas, Cotabato. He is the youngest of three sons of Mr. and Mrs. Bartolome G. Galope. He completed his elementary education at Malatab Elementary School and his secondary education at Malatab High School. He went on to pursue higher education at Cotabato Foundation College of Science and Technology (CFCST), earning a Bachelor of Secondary Education with a major in MAPEH.

He obtained a Master of Arts in Education with a concentration in Educational Administration (MAED) from Cotabato Foundation College of Science and Technology (CFCST). The researcher is committed to his professional growth, which led him to enroll in the same institution, Cotabato Foundation College of Science and Technology (CFCST), to pursue a Doctor of Education (EdD) with a major in Educational Management. Currently, he works for the Department of Education (DepEd) in the Cotabato Division and holds the position of Teacher III at Calunasan High School in Calunasan, Mlang, Cotabato.

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