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JOB SATISFACTION OF TEACHERS AS INFLUENCED BY PUBLIC LEADERSHIP BEHAVIORS AND PSYCHOLOGICAL EMPOWERMENT: A CONVERGENT DESIGN

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ABSTRACT

This mixed methods study employs a convergent design to explore the job satisfaction of public elementary school teachers in Region XI by examining the influence of public leadership behaviors and psychological empowerment. Quantitative data were collected from 300 teachers across 20 public elementary schools using the Public Leadership Behaviors Questionnaire, the Psychological Empowerment Scale, and the Job Satisfaction Questionnaire (JS-Q). The quantitative analysis utilized mean, standard deviation, and multiple regression. The results revealed that public leadership and psychological empowerment significantly predict job satisfaction, $F(2, 296) = 115.33$, $p < .05$. Additionally, qualitative data were gathered through in-depth interviews (IDI) with 10 teachers and focus group discussions (FGD) with 7 teachers. Qualitative thematic analysis highlighted the participants' experiences, the impact of grouping variables, and the influence of these experiences on their beliefs and attitudes. The joint display of findings from both approaches indicated a convergence of data, emphasizing the role of public leadership and psychological empowerment in enhancing job satisfaction. Based on these results, a series of recommendations was formulated and proposed to further improve teacher job satisfaction.

KEYWORDS: *Education, public leadership behaviors, psychological empowerment, job satisfaction of teachers, convergent design, Philippines*

INTRODUCTION

Low job satisfaction among teachers has emerged as a significant concern within the educational landscape as influenced by a range of overwhelming and stressful factors (Mahfouz, 2020). Several studies have highlighted the implications of low job satisfaction on educational systems globally. For example, research in Northwestern Greece by Anastasiou and Belios (2020) identified significant emotional fatigue, moderate detachment, and a deficiency in personal fulfillment among primary school teachers, particularly linked to stress from extrinsic job characteristics. Similarly, bin Nordin et al. (2019) in Malaysia revealed that leadership styles and job-related stress significantly impacted the job satisfaction of teachers in special education programs. Yean et al. (2022) found that low job satisfaction among university staff in Malaysia was related to job-related stress and contributed to counterproductive work behavior.

In the Philippines, Campos and Distor (2022) explored job satisfaction among college faculty, revealing moderate satisfaction levels, particularly low in areas such as pay and working conditions. Additionally, Loquias and Sana (2013) found low job satisfaction among certain faculty demographics in Metro Manila, highlighting perceived institutional support and stress as significant factors. Sedillo and Chavez Jr. (2021) noted moderate job satisfaction among radiologic technologist instructors in Region XI, which contributed to their intention to leave the job.

Research has also explored the relationship between public leadership behaviors and job satisfaction. Alonderiene and Majauskaite (2016) and Shi et al. (2020) demonstrated positive correlations between supportive leadership styles and teacher job satisfaction. Okoji (2015) found participative leadership significantly correlated with higher job satisfaction among teachers in Nigeria. Similarly, studies by Sun et al. (2022) and Khany and Tazik (2016) identified positive correlations between psychological empowerment and job satisfaction among teachers.

Moreover, a notable gap in existing research is the inadequate studies examining the combined influence of public leadership behaviors and psychological empowerment on teacher job satisfaction. This study addresses this gap using a convergent design to provide a comprehensive understanding of how these factors jointly impact job satisfaction among teachers in Region XI, Philippines. The findings aim to offer potential solutions to reduce job dissatisfaction and improve educational quality,

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benefiting teachers and educational leaders alike. Dissemination of the research findings will occur through various channels, including local and international conferences and publications, ensuring broad access to the study's outcomes.

METHODOLOGY

Research Design

This study employs a mixed methods research design, specifically using a convergent approach. The convergent design aims to comprehensively address the research question by simultaneously collecting and analyzing both quantitative and qualitative data. The results from these two data sources are then merged to provide a comprehensive analysis (Dawadi et al., 2021). This method combines objective numerical data with subjective experiential data, resulting in a more profound and nuanced analysis of the research subject (Wester & McKibben, 2019).

The quantitative strand involves collecting and analyzing numerical data using statistical techniques to identify patterns and evaluate hypotheses. The qualitative strand involves collecting and analyzing non-numerical data to gain deeper insights into the experiences and perspectives of the research participants. By employing both strands concurrently, the researcher benefits from the strengths of each approach, achieving a more nuanced and comprehensive understanding of the research topic.

Place of the Study

The research was conducted in Region XI, located in the southeastern part of Mindanao, specifically focusing on Public Elementary Schools within this area. The region was chosen intentionally to explore the influence of Public Leadership Behaviors and Psychological Empowerment on teachers' job satisfaction. To ensure a representative and diverse sample, the study included 20 public elementary education institutions across Region XI. Central elementary schools from each division were selected deliberately due to their substantial number of teachers, facilitating the recruitment of the targeted 317 participants. This careful selection process aimed to provide balanced representation from each division, ensuring a comprehensive and unbiased examination of the factors influencing teacher job satisfaction across the region.

Participants

For the quantitative part of the research, 300 teachers from 20 public elementary education institutions in Region XI were selected. The researcher employed purposive sampling to ensure a homogeneous sample of full-time teachers with at least one year of experience. This method, recommended by Campbell et al. (2020), involves the deliberate selection of individuals with specific characteristics relevant to the research objective. The criterion for inclusion was full-time employment with a minimum of one year of teaching experience in public elementary schools. Teachers willing to participate signed an informed consent form (ICF) and completed the questionnaires. The study did not consider teachers' rank status or performance ratings to maintain focus on the research questions.

For the qualitative component, participants were selected purposively to ensure they had valuable insights related to the research topic. Seventeen elementary school teachers from public schools were invited, with 10 chosen for in-depth interviews (IDI) and 7 for focus group discussions (FGD). Inclusion criteria required participants to have at least one year of teaching experience. A gender-balanced approach was used to ensure equal representation of male and female teachers.

Data Analysis

The quantitative data analysis involved using statistical methods to explore the relationships between job satisfaction, public leadership behavior, and psychological empowerment. Descriptive statistics, specifically the mean and standard deviation, were used to assess the levels of these variables among teachers in public elementary schools. Multiple regression analysis was employed to evaluate the strength and direction of the influence of public leadership behaviors and psychological empowerment on job satisfaction. An initial correlation analysis between the variables was conducted to understand how multiple independent variables collectively influenced the dependent variable of job satisfaction.

Moreover, the qualitative data from in-depth interviews (IDI) and focus group discussions (FGD) were analyzed using thematic analysis. For this study, Creswell's (2013) data analysis technique provided a framework. Initially, the data were organized and prepared by transcribing interviews, cataloging visual material, and sorting data sources. A comprehensive reading of all transcriptions and notes followed, providing an overarching understanding of the data. The coding process was then employed to categorize and organize the data into meaningful chunks, facilitating the emergence of categories and themes. These categories and themes were used to craft a detailed qualitative narrative, leading to the interpretation of findings. This systematic approach aimed to gain a profound insight into the dynamics between public leadership behaviors, psychological empowerment, and job satisfaction among elementary school teachers.

Trustworthiness of the Study

To ensure the credibility of the study, the researcher employed Lincoln and Guba's (1985) criteria for evaluating interpretive research: credibility, transferability, dependability, and confirmability. Credibility was established through reliable methodologies, peer debriefing, and triangulation, adhering to

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the protocols of the University of Immaculate Conception Graduate School. For transferability, detailed documentation allowed readers to comprehend the research process, ensuring that findings could be applied to similar contexts. Dependability was achieved through meticulous procedures, verbatim transcriptions, and triangulation, overseen by experienced documenters and the researcher, who is a seasoned public elementary school teacher. Confirmability was ensured by recording interviews and allowing participant reviews, maintaining an audit trail, and emphasizing the researcher's neutrality, which verified that findings were derived from participant data rather than personal bias.

RESULTS

The Level of Public Leadership Behavior of School Principals

The study revealed that the public leadership behavior of school principals in Region XI public elementary schools is perceived as very high, with an overall mean rating of 4.48 and a low standard deviation of 0.52, indicating that public leadership behavior of teachers is always manifested.

Table 1.1. ***The Level of Public Leadership Behavior of School Principals***

	Mean	SD	Description
Accountability Leadership			
1. encouraging them and their colleagues to explain their actions to various stakeholders	4.50	.63	Very High
2. stimulating them to inform stakeholders of their way of working.	4.51	.60	Very High
3. providing them with the possibility to explain their behavior to stakeholders.	4.52	.60	Very High
4. emphasizing that it is important that they answer questions from clients.	4.53	.65	Very High
5. striving to ensure that they openly and honestly share the actions of their organizational unit with others	4.53	.64	Very High
6. stimulating them to explain to stakeholders why certain decisions were taken	4.51	.64	Very High
Category Mean	**4.52**	**.57**	**Very High**
Lawfulness Leadership			
1. emphasizing to them and their colleagues that it is important to follow the law	4.58	.61	Very High
2. giving them and their colleagues the means to properly follow governmental rules and regulations	4.59	.58	Very High
3. emphasizing that their colleagues and them should carry out government policies properly	4.57	.65	Very High
4. ensuring that they accurately follow the rules and procedures.	4.60	.61	Very High
Category Mean	**4.58**	**.56**	**Very High**
Ethical Leadership			
1. clearly explaining the ethical codes of conduct.	4.61	.62	Very High
2. explaining clearly what is expected of their colleagues and them regarding integrity	4.62	.61	Very High
3. clarifying integrity guidelines to them	4.63	.59	Very High
4. ensuring that their colleagues and them follow codes of integrity	4.57	.65	Very High
5. clarifying the likely consequences of possible unethical behavior by themselves and colleagues	4.62	.62	Very High
6. stimulating the discussion of integrity issues.	4.60	.62	Very High
7. complimenting them when they behave according to integrity guidelines	4.60	.63	Very High
Category Mean	**4.61**	**.54**	**Very High**
Political Loyalty Leadership			
Encouraging them and their colleagues in…			
1. implementing political decisions properly, even when results in weaker strategic ambitions of the department	4.30	.89	Very High
2. supporting political decisions, even when other stakeholders confront us with them	4.28	.94	Very High
3. not jeopardizing the relationship with political heads at risk, even if that entails risks	4.34	.88	Very High
4. implementing political decisions, even if that means additional responsibilities should be taken up	4.34	.91	Very High
5. defending political choices, even if they see shortcomings	4.29	.94	Very High
Category Mean	**4.31**	**.84**	**Very High**
Network Governance Leadership			
Encouraging them and their colleagues in…			
1. maintaining many contacts with other organizations	4.36	.77	Very High
2. investing substantial energy in the development of new contacts	4.33	.75	Very High

The analysis covered five domains of leadership behavior: Accountability, Lawfulness, Ethical, Political Loyalty, and Network Governance Leadership. Each domain was rated very high, with Ethical Leadership scoring the highest mean of 4.61 and Political Loyalty Leadership the lowest at 4.31. Specific items within these domains, such as following codes of integrity and maintaining contacts with other organizations, also received high mean scores, demonstrating a strong manifestation of public

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leadership behaviors among school principals.

The Level of Psychological Empowerment of Teachers

The study found that the level of psychological empowerment among teachers in public elementary schools in Region XI is very high, with an overall mean of 4.59 and a standard deviation of 0.42, indicating that the public leadership behavior of teachers is always manifested.

Table 1.2. ***The Level of Psychological Empowerment of Teachers***

		Mean	SD	Description
Meaningfulness				
1.	considering the work they do as beneficial for them.	4.63	.57	Very High
2.	giving the chance to use innovative ideas in their work	4.69	.49	Very High
3.	Providing them the opportunities to apply higher-order thinking skills.	4.67	.50	Very High
4.	providing them the opportunities to exhibit their skills and potential.	4.65	.53	Very High
5.	being always motivated to complete the work assigned by the organization.	4.60	.58	Very High
6.	having fulfilled their professional needs.	4.60	.57	Very High
7.	receiving professional respect and appreciation from their colleagues.	4.65	.56	Very High
8.	evaluating their work against their standards of quality.	4.59	.54	Very High
9.	having their job as appropriate and within the scope of their capabilities and skills.	4.64	.56	Very High
10.	feeling a sense of personal satisfaction when they do their task effectively.	4.65	.56	Very High
11.	giving them a respectful position in the society.	4.63	.55	Very High
12.	satisfying their personal needs.	4.55	.59	Very High
13.	being proud of what they are doing in the organization.	4.67	.52	Very High
14.	providing many chances for them to figure out how they are doing well.	4.62	.54	Very High
	Category Mean	**4.63**	**.43**	**Very High**
Competence				
1.	performing the assigned tasks effectively.	4.58	.56	Very High
2.	being confident about their ability to complete the tasks assigned to them.	4.59	.57	Very High
3.	utilizing available resources to accomplish tasks.	4.66	.51	Very High
4.	having abilities to solve any type of work-related problem.	4.55	.57	Very High
5.	taking personal initiative in carrying out their work.	4.62	.54	Very High
6.	being well equipped with the skills to develop curricula for the students.	4.59	.56	Very High
	Category Mean	**4.60**	**.47**	**Very High**
Self-determination				
1.	having control over their work such as the selection of textbooks, lesson planning, and scheduling.	4.54	.56	Very High
2.	being free to share their views for the work-related discussion.	4.55	.60	Very High
3.	selecting the study material taking into consideration the performance of students.	4.59	.52	Very High
	Category Mean	**4.56**	**.51**	**Very High**
Impact				
1.	considering their work to have a positive effect on my organization.	4.60	.54	Very High
2.	having influenced the strategic and administrative outcomes of the organization through their work	4.60	.55	Very High
3.	believing that the standards of quality of their organization depend upon their work.	4.52	.60	Very High
4.	playing a lead role in the implementation of new policies in their organization.	4.52	.59	Very High
	Category Mean	**4.56**	**.51**	**Very High**

Moreover, the domain of Meaningfulness received the highest rating with a mean of 4.63, reflecting teachers' strong sense of personal satisfaction and opportunities to use innovative ideas in their work. The Self-determination and Impact domains both had the lowest mean of 4.56, highlighting teachers' control over their work and belief in the positive influence of their efforts on organizational outcomes.

The Level of Job Satisfaction of Teachers

The result indicates that the level of job satisfaction among teachers is very high, with an overall mean rating of 4.48 and a standard deviation of 0.24. This means that job satisfaction of teachers is always evident. The domain of Reward and Recognition was rated slightly lower at 4.16, with particular areas such as annual raises needing improvement. Empowerment and Participation scored the highest with a mean of 4.59, indicating teachers feel involved and valued in decision-making processes.

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Table 1.3. ***The Level of Job Satisfaction of Teachers***

	Mean		SD	Description
Teamwork				
1.	having co-workers who are committed to doing quality work.	4.57	.65	Very High
2.	being easy to get along with their colleagues.	4.49	.66	Very High
3.	feeling part of a team in working towards shared goals.	4.54	.65	Very High
4.	experiencing a spirit of cooperation in their organization.	4.56	.64	Very High
5.	receiving assistance from co-workers when necessary.	4.56	.67	Very High
	Category Mean	**4.54**	**.54**	**Very High**
Leadership				
1.	visibly demonstrating a commitment to quality.	4.61	.60	Very High
2.	providing them with clear expectations regarding their job performance	4.61	.59	Very High
3.	being able to address their questions or concerns.	4.51	.66	Very High
4.	having strong management skills.	4.56	.63	Very High
	Category Mean	**4.57**	**.54**	**Very High**
Reward and Recognition				
1.	having a base pay that is fair for their responsibilities.	4.20	.79	Very High
2.	having reasonable annual raise	4.10	.89	High
3.	being satisfied with the retirement plan.	4.12	.92	High
4.	providing promotions/annual raises that are just and fair.	4.12	.86	High
5.	receiving the right amount of recognition or praise for work that is well done.	4.29	.72	Very High
	Category Mean	**4.16**	**.73**	**High**
Empowerment and Participation				
1.	understanding the vision of their organization.	4.63	.56	Very High
2.	considering the mission and purpose in their organization make them feel that their job is important.	4.62	.58	Very High
3.	feeling they contributed to the organization's plan and mission.	4.55	.57	Very High
4.	making good use of their skills and abilities.	4.62	.54	Very High
5.	being satisfied with their involvement in decisions that affect their work.	4.55	.57	Very High
	Category Mean	**4.59**	**.47**	**Very High**
Training and Individual Development				
1.	having sufficient initial training provided by the school.	4.36	.63	Very High
2.	ongoing training need is provided by the organization.	4.32	.67	Very High
3.	believing the training offered by their organization helpful for them to be effective and efficient in their job	4.38	.67	Very High
4.	being encouraged by their organization to continue their education and professional growth.	4.43	.66	Very High
5.	having opportunities at work to learn and grow.	4.49	.66	Very High
	Category Mean	**4.40**	**.55**	**Very High**
Working Hours				
1.	being satisfied with their total working hours.	4.33	.71	Very High
2.	having given the flexibility in scheduling their working hours.	4.27	.73	Very High
3.	having the flexibility to manage their work and nonwork interests e.g. caring responsibilities, study, sports interests, etc.	4.34	.73	Very High
	Category Mean	**4.31**	**.64**	**Very High**
Communication				
1.	doing an excellent job of keeping employees informed about matters affecting them.	4.33	.71	Very High
2.	clearly explaining the reasons behind decisions on key issues.	4.35	.68	Very High

Significance of the Influence of Public Leadership Behavior and Psychological Empowerment on Job Satisfaction

The multiple regression analysis in Table 2 shows that both public leadership and psychological empowerment significantly influence teachers' job satisfaction. Public leadership has a standardized beta coefficient of .44 ($t = 8.11$, $p < .05$), indicating that each unit increase in public leadership leads to a .44 increase in job satisfaction. Psychological empowerment has a standardized beta coefficient of .30 ($t = 5.66$, $p < .05$), showing that each unit increase in psychological empowerment results in a .30 increase in job satisfaction. The combined effect of these predictors is significant ($F = 115.33$, $p < .05$), with an R-square value of .44, indicating that 44% of the variability in job satisfaction is explained by these factors, while the remaining 56% is due to other factors not included in the study.

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Table 2. ***Significance of the Influence of Public Leadership, and Psychological Empowerment on Job Satisfaction***

	Job Satisfaction			
Individual Influence of Predictors	Standardized Coefficient	t	p-value	Remarks
Public Leadership	.44	8.11	.00	Significant
Psychological Empowerment	.30	5.66	.00	Significant
Combined Influence of Predictors				
R	.66			
R^2	.44			
F	115.33			
P	.00			Significant

Lived Experiences of Public Elementary School Teachers with Regard to their Job Satisfaction

The qualitative analysis of the lived experiences of teachers' job satisfaction in public elementary schools revealed several essential themes: Job Satisfaction from Recognition, Impact of Promotion and Leadership Roles, Challenges in Leadership Positions, Evaluation and Reflection, and Service and Duty.

Table 3.2. Lived experiences of participants with regard to their job satisfaction

Essential Themes	Core Ideas
Job Satisfaction from Recognition	highlighting the importance of recognition and validation
	Being acknowledged for their efforts and achievements
	receiving outstanding ratings or compliments
	contributing significantly to their sense of fulfillment in their roles
	fostering job satisfaction from leaders and colleagues
Impact of Promotions and Leadership Roles	being promoted or entrusted with leadership roles
	reflecting on how being promoted to a school head position
	receiving a promotion greatly enhanced their satisfaction
	realizing that their leaders were pleased with their work
Challenges in Leadership Positions	acknowledging the challenges and responsibilities that come with leadership positions
	discussing instances where they had to navigate the expectations
	striving to fulfill their duties effectively
Evaluation and Reflection	emphasizing the importance of self-evaluation
	reflecting in maintaining job satisfaction
	discussing instances where they questioned their actions and responsibilities
	highlighting the need for continuous assessment and improvement in their roles
Service and Duty	Serving in educational roles involves a sense of duty and responsibility beyond personal satisfaction
	recognizing the importance of fulfilling their duties
	ensuring the smooth operation of programs and initiatives within the education system.

The Roles of Experiences in Shaping the Belief and Attitude of Teachers Towards their Job Satisfaction

The qualitative analysis of teachers' experiences highlighted several essential themes shaping their attitudes and beliefs towards job satisfaction. These include Goal Setting and Adaptability, Cultural Adaptation and Acceptance, Understanding and Collaboration, Alignments of values with organization, Management of Conflicts, and Balance between professional and personal responsibilities.

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Table 4.1 Role of experiences in shaping the beliefs towards their job satisfaction

Essential Themes	Core Ideas
Goal Setting and Adaptability	emphasizing the importance of setting clear goals
	being adaptable to changes in the workplace
	reflecting on how their experiences have taught them to focus
	remaining flexible in their relationships with students, colleagues, and leaders
Cultural Adaptation and Acceptance	transitioning between different educational settings, such as from private to public schools
	adjusting to culture shock and adjustment challenges
	leading to a deeper appreciation and love for the profession
	Maintaining respect and knowing one's boundaries
Understanding and Collaboration	Recognizing the perspectives and situations of fellow teachers
	fostering a supportive work environment
	building trust and rapport with their colleagues, leading to enhanced collaboration
	promoting a sense of belonging and camaraderie within the school community.

Table 4. 2 Role of experiences in shaping the attitude towards their job satisfaction

Essential Themes	Core Ideas
Alignment of values with organization	feeling a sense of meaning and contribution to organizational goals
	possessing increased motivation and job satisfaction
	experiencing a sense of resonance with the company's mission, vision, and culture
	feeling motivated and engaged in their work
	fostering alignment between personal and organizational value
Management of conflicts	finding ways to navigate conflicts
	engaging in constructive dialogue with colleagues and supervisors
	providing valuable guidance and perspective during the conflict resolution process
	adopting the organization's values or seeking a better fit
Balance between professional and personal responsibilities	Negotiating between professional responsibilities while respecting personal convictions
	navigating situations with sensitivity
	exploring potential accommodations or compromises
	creating solutions that allow fulfillment of professional obligations without compromising their personal beliefs

Data Integration on the Salient Quantitative and Qualitative Findings

The integration of quantitative and qualitative data in this study reveals strong corroboration between the two sets of findings. Quantitative results demonstrate high levels of job satisfaction influenced by factors such as public leadership, psychological empowerment, teamwork, leadership skills, empowerment, participation, and communication. These findings converge with

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qualitative themes identified from teachers' lived experiences, which emphasize job satisfaction through recognition, alignment of values with organizational goals, management of conflicts, and balancing professional and personal responsibilities. For instance, the high mean ratings for public leadership behavior and its associated sense of duty align with qualitative themes highlighting the importance of fulfilling duties and receiving recognition. Similarly, quantitative data on teamwork and management skills resonate with qualitative insights into the significance of organizational alignment and conflict management.

Aspect/Focal Point	Quantitative Results	Qualitative Results	Nature of Integration
Lawfulness leadership	Table 1.1, Indicator 2 *ensuring that they accurately follow the rules and procedures* M = 4.60, Very High, SD = .61	Table 2.1 *Lived experiences of participants with regard to their job satisfaction* Essential Theme *Service and Duty* Teachers recognizing the importance of fulfilling their duties	Merging-Converging
Meaningfulness	Table 1.1, Indicator 2 *feeling a sense of personal satisfaction when they do their task effectively* M = 4.65, Very High, SD = .56	Table 2.1 *Lived experiences of participants with regard to their job satisfaction* Essential Theme *Job Satisfaction from Recognition* Teachers fostering job satisfaction from leaders and colleagues	Merging-Converging
Teamwork	Table 1.3, Indicator 1 *experiencing a spirit of cooperation in their organization* M = 4.56, Very High, SD = .64	Table 2.2 *Role of experiences in shaping the beliefs towards their job satisfaction* Essential Theme *Alignment of values with organization* Teachers feel a sense of meaning and contribution to organizational goals	Merging-Converging
Leadership	Table 1.3, Indicator 2 *having strong management skills* M = 4.56, Very High, SD = .63	Table 2.3 *Role of experiences in shaping the attitude towards their job satisfaction* Essential Theme *Management of conflicts* Teachers are finding ways to navigate conflicts	Merging-Converging
Empowerment and participation	Table 1.3, Indicator 4 *understanding the vision of their organization* M = 4.63, Very High, SD = .56	Table 2.3 *Role of experiences in shaping the attitude towards their job satisfaction* Essential Theme *Alignment of values with organization* Teachers are experiencing a sense of resonance with the company's mission, vision, and culture.	Merging-Converging
Communication	Table 1.3, Indicator 6 *doing an excellent job of keeping employees informed about matters affecting them* M = 4.33, Very High, SD = .71	Table 2.3 *Role of experiences in shaping the attitude towards their job satisfaction* Essential Theme *Alignment of values with organization* Teachers are experiencing a sense of resonance with the company's mission, vision, and culture.	Merging-Converging
Significant influence of Public Leadership, and Psychological Empowerment on Job Satisfaction	Table 2 on the Significant influence of Public Leadership, and Psychological Empowerment on Job Satisfaction, Combined influence: $p = .00$, $R^2 = 0.44$	Table 2.3 *Role of experiences in shaping the attitude towards their job satisfaction* Essential theme *Balance between professional and personal responsibilities* Teachers are creating solutions that allow fulfillment of professional obligations without compromising their personal beliefs	Merging-Converging

DISCUSSION

The result indicating a very high level of public leadership among principals suggests that these leaders consistently exhibit effective public leadership behaviors. This signifies that public leadership behaviors are always manifested by principals in public elementary education institutions in Region XI. The result indicating a very high level of public leadership among principals align closely with the findings of General and General (2023) which investigated the public leadership behavior of supervisors and revealed that supervisors exhibited a very high level of public leadership behavior across all indicators such as accountability, lawfulness, ethical standards, political loyalty, and network

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governance. Principals exhibit strong accountability leadership through transparent practices, adherence to legal procedures, and a culture of integrity. Similarly, their commitment to lawfulness and ethical conduct is evident, reflecting a robust organizational culture. Also, the high ratings in political loyalty leadership indicate a strong commitment to political decisions, while the emphasis on network governance underscores the importance of professional connections.

Moreover, the level of psychological empowerment among teachers in public elementary education institutions in Region XI was revealed to be very high, which suggests that teachers consistently feel autonomous, competent, and connected within their roles. The findings of the study which reflects a very high level of psychological empowerment among teachers resonate with previous research by Yorulmaz and colleagues (2018), which explored teachers' psychological empowerment. The results indicated that the level of psychological empowerment among teachers was high. It also aligns with the study of Hamid et al. (2013) which examined teachers' psychological empowerment and revealed a high level of psychological empowerment among the school teachers.

Furthermore, this suggests that teachers generally experience high levels of satisfaction with their jobs. The minimal standard deviation indicates a high level of agreement among participants regarding their job satisfaction. The result of the study, indicating a very high level of job satisfaction among teachers, negates the previous research findings of Estrada and Balacuit, Jr. (2020) which investigated the levels of job satisfaction among recently recruited faculty members. The results demonstrated that newly hired instructors' job satisfaction was adequate.

Furthermore, the synthesis of quantitative and qualitative data regarding leadership, particularly focusing on conflict management, reveals several key insights. Quantitative data illustrates a very high mean score for having strong management skills among leaders. This suggests that teachers perceive their leaders as adept in managing various aspects of the educational environment. Meanwhile, qualitative findings explore the role of experiences in shaping teachers' attitudes towards job satisfaction, emphasizing the essential theme of conflict management. Teachers are depicted as actively seeking ways to navigate conflicts within the school setting. These results further imply that there is a strong correlation between conflict management and teacher job satisfaction This corroboration highlights the importance of effective leadership in conflict resolution, indicating that when leaders demonstrate strong management skills, they contribute to a more harmonious work environment and enhanced teacher job satisfaction.

The result of the multiple linear regression analysis revealed that in singular capacity both the public leadership, and psychological empowerment has reflected a significant influence towards job satisfaction of teachers in public elementary education institutions in Region XI. Regarding public leadership, the standardized beta coefficient underscores its significant impact on teacher job satisfaction. Similarly, psychological empowerment emerges as another influential factor indicating its significance. These results underscore the importance of both public leadership and psychological empowerment in shaping teacher job satisfaction, emphasizing their relevance for educational institutions seeking to enhance overall teacher well-being and satisfaction.

The study conducted by Jabbar and Hussin (2019) aligns with the results by demonstrating the significant influence of leadership behavior on job satisfaction. This correlation aligns with the findings where public leadership is shown to be a significant predictor of job satisfaction for teachers. The consistency between these results underscores the importance of effective leadership in educational settings to enhance job satisfaction. The study by Jabbar and Hussin (2019) also echoes the impact of psychological empowerment on job satisfaction. The multiple regression analysis reveals that psychological empowerment has a standardized beta coefficient of .30, a t-statistic of 5.66, and a p-value less than .05, signifying its significant role in predicting job satisfaction among teachers. This parallel in findings further reinforces the importance of both leadership and empowerment in fostering high job satisfaction.

Moreover, the experiences of participants regarding the roles of experiences in shaping their beliefs and attitudes toward job satisfaction. The implication of the six essential themes which were drawn out from the in-depth interviews and focus group discussion of the participants are as follows: Goal Setting and Adaptability, Cultural Adaptation and Acceptance, Understanding, and Collaboration, Alignment of values with the organization, Management of conflicts and Balance between professional and personal responsibilities.

Furthermore, the quantitative and qualitative findings illuminate the concept of meaningfulness, particularly regarding job satisfaction derived from recognition. Quantitative data exhibits a notably high mean score for the aspect of feeling personal satisfaction when tasks are executed effectively, while the qualitative insights, delve into participants' lived experiences concerning job satisfaction, highlighting the essential theme of deriving satisfaction from recognition. Teachers express the significance of acknowledgment and appreciation from both leaders and colleagues in fostering their job satisfaction. This result implies a strong correlation between job satisfaction and recognition in the professional environment of teachers. The corroboration of quantitative and qualitative data underscores the significance of recognition in fostering job satisfaction among teachers, highlighting its important role in enhancing their overall professional experience. Also, this study aligns with the research conducted by Lavy and Naama-Ghanayim (2020), which emphasized the correlation between teachers' sense of meaning at work and students' perception of their caring. The study found that teachers who reported a greater sense of meaning at work were perceived by students as caring, which led to positive

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outcomes for students, including higher self-esteem and better school engagement.

Lastly, the results of these studies align with the findings regarding the significant influence of Public Leadership and Psychological Empowerment on Job Satisfaction. The study conducted by Jabbar and Hussin (2019) focusing on leadership behavior and job satisfaction among lecturers in public universities, indicates a significant correlation between leadership behavior and job satisfaction. Similarly, the systematic review by Cansoy (2019) emphasizes the importance of school principals' public leadership behaviors in fostering job satisfaction among teachers. These findings support the idea that effective leadership plays a crucial role in enhancing job satisfaction among educators. Moreover, the research by Tariq (2022) examining the impact of psychological empowerment on turnover rates among academic staff in Afghanistan highlights the importance of psychological empowerment in influencing job satisfaction. This aligns with the notion that psychological empowerment correlates positively with job satisfaction, as indicated in the current study. Additionally, the investigation by Kesawa et al. (2019) focusing on psychological well-being and psychological empowerment on job satisfaction within an organizational context further reinforces the positive relationship between psychological empowerment and job satisfaction.

Implication for Educational Practices

As the study confirmed, there is a significant influence of both public leadership behaviors and psychological empowerment on teachers' job satisfaction. With that said, one implication for educational practice is the implementation of leadership development programs aimed at equipping school leaders with the necessary skills and competencies to foster a positive work environment. Another implication is to promote open and transparent communication practices to foster trust and enhance collaboration among teachers, students, parents, and the community.

Further, since it is evidenced in this study, educational institutions can focus on improving the organizational culture by promoting public leadership behaviors and psychological empowerment at all levels. Moreover, to enhance teacher job satisfaction, leadership practices in the realm of education can be improved. This improvement can further promote teacher empowerment, evaluate leadership effectiveness, enhance organizational culture, and provide professional development opportunities for teachers. By actively listening to teachers' concerns, providing constructive feedback, and involving them in decision-making processes, leaders can foster a sense of trust and mutual respect within the school community. This, in turn, can contribute to an increase in teacher job satisfaction.

CONCLUSION

Based on the findings of this study, several conclusions were drawn. Public leadership behavior and psychological empowerment are consistently demonstrated in public elementary school institution in Region XI, influencing teachers' job satisfaction. Meaningfulness and empowerment have significant effects on teachers' psychological empowerment and job satisfaction, respectively, with public leadership behavior and psychological empowerment collectively influencing job satisfaction. Qualitative analysis revealed five essential themes in teachers' lived experiences regarding job satisfaction, including recognition, promotions and leadership, challenges in leadership, evaluation and reflection, and service and duty. Similarly, six essential themes emerged in shaping teachers' beliefs and attitudes towards job satisfaction, such as goal setting, cultural adaptation, understanding, alignment of values, conflict management, and balancing responsibilities. Notably, the quantitative and qualitative findings corroborated each other, indicating a convergence and merging of results. These conclusions highlight the multifaceted nature of job satisfaction among public elementary school teachers and emphasize the importance of effective leadership and empowerment in shaping their experiences.

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