ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 5| May 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

TEACHERS' JOB SATISFACTION AS INFLUENCED BY TRANSFORMATIONAL AND TRANSACTIONAL LEADERSHIP STYLES

Hazel June P. Dela Cruz, Mona Lisa O. Chagas EdD
UM Tagum College, Tagum City, Philippines

Article DOI: https://doi.org/10.36713/epra21509
DOI No: 10.36713/epra21509

ABSTRACT

This study examined the influence of transformational and transactional leadership styles on teachers' job satisfaction in Banaybanay District, Davao Oriental. A descriptive-correlational research design was employed, utilizing a survey questionnaire administered to public elementary school teachers. Results revealed that both transformational and transactional leadership styles were present among school administrators, with teachers perceiving high levels of empowerment and support. Inferential analysis indicated a significant positive relationship between leadership styles and job satisfaction, with transactional leadership exerting a stronger predictive effect, particularly contingent rewards and active management by exception. While significantly related to job satisfaction, transformational leadership showed weaker predictive power when analyzed independently. Findings support the Path-Goal Theory, reinforcing the role of structured leadership approaches in fostering teacher motivation. The study highlights the necessity of integrating both leadership styles to maximize job satisfaction, suggesting that educational leaders balance visionary inspiration with structured guidance and reward systems. The implications inform policy reforms, leadership training, and teacher retention strategies to enhance job satisfaction and educational effectiveness.

KEYWORDS: *education, teacher job satisfaction, transformational leadership, transactional leadership, correlational analysis, Banaybanay, Davao Oriental*
SDG #4 Quality Education
SDG #8 Decent Work and Economic Growth

INTRODUCTION

Issues regarding teachers' job satisfaction have emerged in recent years, affecting their overall well-being and professional development. One of the main concerns is the mounting assignment and administrative burden placed on educators. Kaiser (2020) suggests that teachers are frequently overwhelmed by administrative work, meetings, and paperwork, which can lead to burnout and lower productivity. There is a growing pressure on teachers to meet the requirements for standardized testing and adhere to accountability measures.

Additionally, insufficient professional advancement opportunities have been identified as an essential factor affecting teachers' job satisfaction. The study by Gist et al. (2021) suggests that teachers who lack support in their professional development may have lower levels of job satisfaction. These problems, as explained by Herzberg's two-factor theory, express that job satisfaction depends on both internal and external factors. Inadequate professional advancement and too much workload can contribute to teacher discontent. Despite this, both practical and academic approaches reveal the diverse issues concerning teacher job satisfaction.

Examining teacher job satisfaction is essential for several reasons. Teachers' job satisfaction significantly impacts the quality of education that students receive. The likelihood of teachers being motivated and committed to their work is higher, resulting in better teaching outcomes. Low turnover rates are essential for maintaining a stable teacher workforce, which is often driven by high job satisfaction. This stability fosters a positive learning environment and provides consistent student support and instruction. Also, understanding the reasons behind teacher job satisfaction enables educational leaders to implement programs that improve the situation, leading to better outcomes for both students and teachers in the academe (Toropova, Myrberg & Johansson, 2021).

Moreover, several studies have examined the degree to which teachers are satisfied with their jobs and uncovered various aspects of this intricate issue. The studies evaluated workload, administrative guidance, remuneration, career advancement opportunities, and connections with colleagues and students. Researches emphasize the importance of recognizing and addressing extrinsic factors such as compensation and intrinsic factors such as job autonomy and purpose. The analysis reveals that educational institutions can use their findings to develop plans that promote teachers' work environment, leading to greater job satisfaction and improved student education (Dicke et al., 2020).

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 5| May 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

Furthermore, a study by Dickerson (2023) highlighted the complex correlation between leadership approach and teacher satisfaction, with transformational and transactional styles as essential factors. Barksdale's (2022) study further emphasized the need to understand how leadership behaviors impact teacher morale. The study's findings are used to explore the differences between transformational and transactional leadership styles and their impact on teacher job satisfaction in contemporary educational settings.

Research conducted by Alwali & Alwali (2022) suggests that there is a tenuous relationship between transformational and transactional leadership styles and teacher job satisfaction. Inspiration, vision, and personal attention are key factors in achieving transformational leadership among teachers, which can lead to job satisfaction and a more positive work environment. Transactional leadership, which focuses on clear expectations and rewards for performance, also contributes to job fulfillment by providing structure and recognition. The combination of these leadership styles provides a balanced and enriching educational experience where educators feel supported, challenged, and recognized, contributing to increased overall job satisfaction. The degree and nature of this connection can differ based on organizational culture, personal preferences, and situational factors.

Also, numerous studies have examined the correlation between transformational leadership styles and teacher job satisfaction. The findings of a study by Dappa, Bhatti & Aljarah (2019) revealed that school administrators' adoption of transformational leadership behaviors was linked to higher levels of teachers' job satisfaction. This study identifies the importance of inspirational motivation, intellectual stimulation, personal consideration, and idealized influence as key elements of transformational leadership that positively influence teachers' professional role satisfaction. Additionally, a study by Hodge (2020) deepened this connection, emphasizing that transformational leadership promotes a supportive and empowering school culture and contributes to increased teacher job satisfaction.

Additionally, literatures discuss the relationship between teaching professions' styles and teacher job satisfaction, citing transactional leaders. A study conducted by Anastasiou & Garametsi (2021) found that contingent rewards and control (proactive), according to exceptional conditions, are positively related to teachers' job satisfaction. This study found that clear expectations, contingent rewards for performance, and active task monitoring by supervisors contributed to teachers' sense of accomplishment and job satisfaction. In their research, Sunaryo et al. (2021) determined that a balanced approach that incorporates both transformational and transactional leadership styles is the most effective method for advancing teachers' job satisfaction. Transformational leadership raises motivation and inspiration, while transactional leadership grants structure and rewards that enhance teacher job satisfaction.

This study is based on the path-goal theory, a leadership theory developed by House in 1971. It asserts that effective leaders help their employees achieve their goals by providing them with a clear path and making the journey more satisfying by providing them with the guidance and support they need. According to this theory, a leader must adapt their leadership style to the characteristics of their subordinates and the demands of the task and environment. The leader's role is to increase follower performance and satisfaction by selecting the most appropriate style based on the situation's specific needs. Essentially, the path-goal theory highlights the leader's role in eliminating obstacles and hurdles for adherents and ensuring a clear and accessible path to achieving goals. By matching leader behaviors to employee needs, characteristics, and situations, leaders can increase motivation, job satisfaction, and overall group performance.

Transformational leadership theory by Burns in 1978 has become an essential concept in leadership studies, emphasizing the ability of leaders to foster positive change and organizational growth by inspiring and developing followers. Transformational leadership often results in positive outcomes in various organizational settings, including education. Leadership is believed to motivate and inspire subordinates by creating a vision for the future and cultivating commitment.

In transformational leadership theory, the key components of a leader's behavior and characteristics that inspire and motivate followers to achieve higher levels of performance include: inspirational vision, individualized consideration, intellectual stimulation, and charismatic influence. These elements collectively contribute to a transformational leadership style. This style is characterized by a focus on inspiring and transforming followers to go beyond self-interest and achieve something for the organization's overall benefit.

Schools can benefit from transformational leaders who promote innovative teaching approaches, professional development, and a collective vision for academic excellence. The presence of transformational leaders can foster a sense of inspiration and collaboration among teachers, leading to greater job satisfaction. The focus on professional development, autonomy, and a collective vision encourages entrepreneurship in the workplace.

Another theory relative to this study is the transactional leadership theory by Bass (1994), who used it as part of his extensive research on bureaucracies and leadership. James McGregor Burns later expanded and popularized it in his 1978 book Leadership. Transactional leadership uses rewards and punishments to motivate followers, emphasizing the exchange of resources for compliance and performance. This approach contrasts with transformational leadership, which focuses on inspiring and encouraging followers to transcend their interests for the greater good.

The following dimensions of transactional leadership have been identified as contingent reward, management by exception—active, management by exception—passive, and laissez-faire, which align with Bass's (1995) leadership style, which has different theoretical components. Contingent Rewards is the degree to which a leader arranges constructive transactions with followers: The leader is very clear about his expectations and

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 5| May 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

establishes the rewards for meeting these expectations. The leaders clarify what is expected from followers and what they will receive if they meet expected performance levels. Active Management by Exception is the degree to which a leader takes corrective action based on the results of leader–follower transactions.

As noted by Howell and Avolio (1993), the difference between management by exception—active and management by exception—passive lies in the timing of the leader's intervention. Active leaders monitor follower behavior, anticipate problems, and take corrective actions before the behavior creates severe difficulties. Passive leaders wait until the behavior has created problems before taking action. The leaders focus on monitoring task execution for any issues that might arise and correcting those problems to maintain current performance levels. Passive Management by Exception is when transactional leaders intervene only when performance is inconsistent with expectations. Punishment is used as a response to unacceptable performance. Passive management-by-exceptions– leaders tend to react only after serious problems to take corrective action, and often avoid making any decisions (Bass, 1995).

However, despite the administrators' knowledge of transformational and transactional leadership styles and teacher performance in the Banaybanay District, there is a lack of research focusing on the interrelationships of both variables. Existing literature provides valuable insight into the general dynamics of school principal leadership and its impact on job satisfaction. However, only a few have explicitly focused on the distinctions of these leadership styles in the unique sociocultural and educational environment of Banaybanay District. There are existing research studies on cultural factors and institutional environments that may shape the relationship between leadership styles and teacher job satisfaction in this field, primarily focused on Western contexts. This study aims to fill this gap by understanding the influence of leadership styles on teacher job satisfaction in the context of Banaybanay, Davao Oriental.

This study is indispensable considering the evolving educational environment characterized by quick changes in curriculum, instructional methods, and societal expectations. Efficient leadership is essential to managing these changes, and understanding how transformational and transactional leadership styles impact teacher job satisfaction is crucial for a positive and productive educational environment. Additionally, the unique cultural and institutional aspects of Banaybanay District may introduce variables that are not well explored in broader international studies, making it essential to adapt leadership strategies to local contexts. Further, this study provides valuable insights that can serve as the basis for leadership practices and policies.

A conceptual framework was developed to illustrate better the underlying assumptions and theoretical constructs that guide this study.

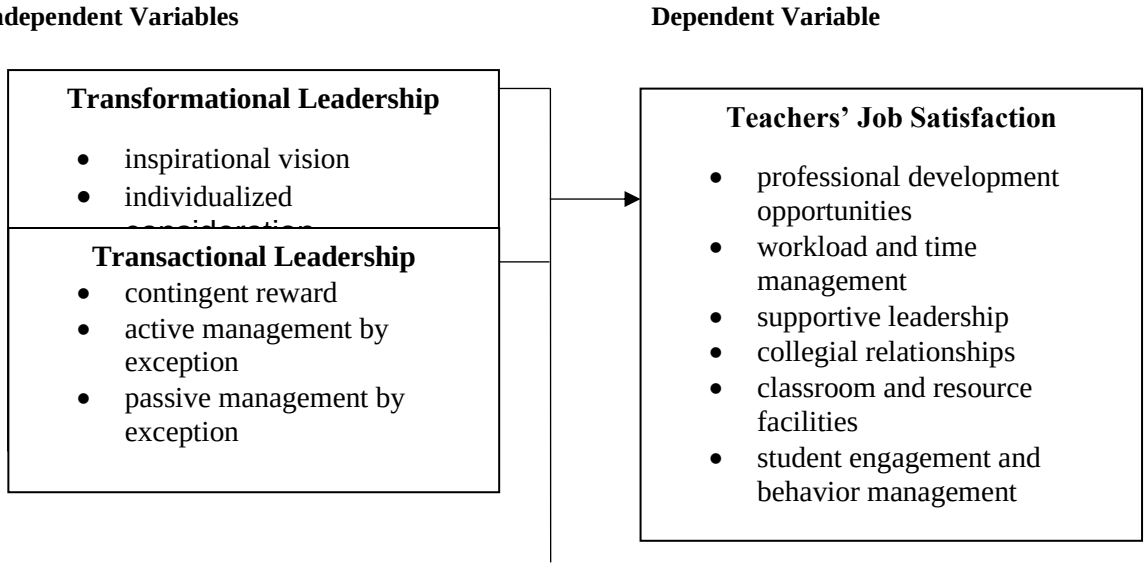


Figure 1. Conceptual Framework of the Study

This study centers on exploring the intricate relationship between teachers' job satisfaction and the leadership styles employed by school administrators, explicitly focusing on transformational leadership as mentioned by Sunaengsih et al. (2021) and transactional leadership as discussed by Bass (1995). Drawing upon established theories in organizational and leadership studies, the framework posits that transformational leadership, characterized by inspirational vision, individualized consideration, intellectual stimulation, and charismatic influence, may positively impact teachers' job satisfaction by fostering professional development opportunities, workload and time management, supportive leadership, collegial relationships, classroom resources and facilities; and student engagement and behavior management. Conversely, transactional leadership, marked by clear expectations, structured monitoring, goal setting, performance feedback, rewards and recognition, resource allocation, problem-solving approach, and emphasis on standards, is hypothesized to influence job satisfaction. The framework elucidates the interplay between leadership styles and teachers'

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 5| May 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

job satisfaction, providing valuable insights for educational policymakers, school administrators, and educators seeking to enhance the overall well-being and effectiveness of the teaching workforce.

The relationship between leaders and followers is the primary concern of transactional leadership. Rewards and punishments are used to encourage compliance with established rules and expectations. The leaders of a transaction establish distinct objectives, meet and compensate for expectations, while taking appropriate steps to correct any deviations. This may involve explicit communication of expectations, feedback on performance, and acknowledging accomplishments in schools. Through clear guidelines, feedback, and rewards, teacher job satisfaction can be improved through transactional leadership. Teachers often feel a sense of relief and accomplishment when they achieve their goals and their efforts are recognized.

Correspondingly, the primary beneficiaries of this study are Banaybanay District educational institutions, administrators, and policymakers. Academic leaders and administrators can use the insights from this study to develop leadership practices that influence decision-making processes, increase teacher job satisfaction, and, in turn, improve overall educational outcomes. Policy makers will benefit from evidence-based recommendations to guide policy development and promote effective academic leadership. Teachers on the front lines of the education system have higher job satisfaction levels, leading to increased motivation and engagement. The practical and contextual insights provided in this study can be a guide for future researchers interested in investigating similar dynamics in different cultural and educational settings.

Furthermore, this study investigated the influence of transformational and transactional leadership styles on teacher job satisfaction within the Banaybanay District, Davao Oriental. Specifically, it seeks to assess the level of transactional leadership style among principals in the district by examining key dimensions such as clear expectations, structured monitoring, goal setting, performance feedback, rewards and recognition, resource allocation, problem-solving approach, and emphasis on standards. Additionally, the study evaluates the level of transformational leadership style based on principals' ability to provide an inspirational vision, individualized consideration, intellectual stimulation, and charismatic influence.

Furthermore, the study aimed to determine job satisfaction among teachers in Banaybanay, Davao Oriental, considering professional development opportunities, workload and time management, supportive leadership, collegial relationships, classroom resources and facilities, and student engagement and behavior management. Finally, the study sought to establish whether a significant relationship exists between transformational and transactional leadership styles and teacher job satisfaction.

METHODOLOGY

This section outlines the research design, participants, materials and instruments utilized, and the procedures followed to systematically investigate the influence of transformational and transactional leadership styles on teacher job satisfaction within the Banaybanay District.

Research Respondents

The respondents for this research were at least 200 public elementary school teachers in Banaybanay, Davao Oriental, selected based on their familiar educational qualifications, teaching experience, and specialization, regardless of age, gender, and socio-economic background. A stratified random sampling technique was employed to provide a more reliable representation of all schools, reducing bias and enhancing the generalizability of the findings. Stratified random sampling helped ensure a representative sample from diverse subgroups, thus improving the study's external validity (Creswell, 2014).

The study focused on public elementary school teachers, irrespective of age, gender, or socio-economic background, encompassing those with and without graduate education, provided they had at least one year of teaching experience. Excluded from the study were teachers from private elementary schools, those with less than one year of teaching experience, those in administrative or non-teaching capacities, teachers not engaged in elementary-level education (e.g., high school or college instructors), and those not currently employed as teachers.

Respondents' involvement in the study was voluntary, with no repercussions or disadvantages for declining participation. They retained the right to withdraw their consent and cease participation at any stage without facing any adverse consequences. Additionally, their involvement in the study did not entail forfeiting any legal entitlements, rights, or recourse.

The respondents had the option not to respond to the questions or withdraw their participation in the study if the questions caused distress or if they felt they could not discuss the information asked of them. The researcher valued the respondents' participation and placed their welfare as the highest priority of the study.
The respondents were public school teachers in Banaybanay, a municipality in Davao Oriental, Philippines. The study locale was considered strategically aligned with the goals of this study, ensuring that the findings were grounded in the local context and contributed meaningfully to the understanding of school teaching practices in this particular geographical setting.

Research Materials/ Instruments

The researcher used an adapted and modified standardized questionnaire as the primary tool for data collection. The tool was divided into two parts to capture the dependent and independent variables in the research framework.

The first section assessed school principals' leadership styles, focusing on transformational and transactional ones. It comprised items to measure some of the dimensions of the two leadership styles. For transformational leadership style, items were created using the dimensions of inspirational vision, individualized consideration, intellectual stimulation, management, empowerment, and support. For transactional

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 5| May 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

leadership, indicators were developed to include aspects like contingent reward, active management by exception, and passive management by exception. These indicators reflected the theoretical constructs of leadership from Burns (1978), Bass (1994), and House (1971).

The second section of items measured teacher job satisfaction, the dependent variable. This part of the survey used indicators like professional development opportunities, workload and time management, supportive leadership, collegial relationships, classroom and resource facilities, and student engagement and behavior management. The dimensions of job satisfaction were constructed using existing scales and literature to ensure sufficient content validity.

The questionnaires were carefully modified and adapted from other instruments validated in previous studies to make them relevant to the local education context and the unique circumstances present in Banaybanay District and to accommodate contextual and cultural differences. Expert validation was sought to avoid violating reliability and construct validity.

Before distributing the questionnaires, informed consent was obtained with a notation explaining the survey's purpose, assuring confidentiality and anonymity, and stressing that participation would be voluntary. Respondents showed their consent to participate by signing the consent form or noting their approval, so the study was ethical.

A pilot test was conducted to assess what needed to be verified in terms of clarity, reliability, and appropriateness of the instrument, and any modifications required were made based on the responses of respondents taking the pilot test. The modified instrument provided the authority to collect the quantitative data needed to fulfill the study's objectives

A Likert scale with corresponding ranges of means and descriptive equivalents was employed to assess teachers' perceptions regarding principals' transactional and transformational leadership styles. The interpretation of the data is categorized into five levels: a mean score ranging from 4.20 to 5.00 is described as "Very High," indicating that the leadership style of the principal is very much evident; scores between 3.40 and 4.19 are classified as "High," meaning the leadership style is much evident; a range of 2.60 to 3.39 is labeled "Moderate," suggesting the leadership style is fairly apparent; scores from 1.80 to 2.59 are categorized as "Low," indicating the leadership style is less evident; and a mean score between 1.00 and 1.79 is considered "Very Low," reflecting that the leadership style of the principal is not apparent.

A Likert scale with corresponding ranges of means and descriptive equivalents was utilized to assess teacher job satisfaction regarding principals' transactional and transformational leadership styles. The interpretation of teacher job satisfaction is classified into five levels: a mean score between 4.20 and 5.00 is described as "Very High," indicating that the teacher is very much satisfied with their job; 3.40 to 4.19 is labeled "High," meaning the teacher is much satisfied; 2.60 to 3.39 is considered "Moderate," suggesting the teacher is fairly satisfied; 1.80 to 2.59 is categorized as "Low," indicating the teacher is less satisfied; and 1.00 to 1.79 is interpreted as "Very Low," reflecting that the teacher is not happy with their job.

Design and Procedure

This study used the descriptive correlational research design (Leedy & Ormrod, 2018). It involved methodically observing research variables without manipulation to examine and explain their relationships. This design effectively investigated teachers' job satisfaction, influenced by principals' transactional and transformational leadership styles. Leedy & Ormrod (2018) emphasized that descriptive correlational research allows for examining associations between variables and is suitable for reviewing the subtle relationships between leadership styles and teacher job satisfaction. The research approach was appropriate because it allowed the researcher to explore the relationship between principals' leadership styles and teachers' job satisfaction without requiring experimental conditions. This enabled the researcher to explain and measure the observed relationships and shed light on the nature and extent of the influence of both transactional and transformational leadership on teacher job satisfaction. This approach addressed the need for a comprehensive understanding of the dynamics of the educational environment without artificially manipulating variables.

In collecting the data, the researcher observed the following steps: adapting and contextualizing the questionnaire, submitting it for validation, requesting approval to conduct the study, and distributing the instruments to the respondents. The researcher submitted the questionnaire to the adviser for checking, after which the panel of examiners validated it. After the validation, the researcher conducted a pilot test of the tool to ensure its validity. After a few revisions of the questionnaire, the researcher sent the endorsement letter from the office of the Graduate School to the Schools Division Superintendent of Davao Oriental, requesting to conduct the study in the Banaybanay District. After receiving approval from the superintendent, the researcher sent a letter to the Office of the Public Schools District Supervisor asking for permission to conduct the study. Once approved, the researcher wrote letters of request to all administrators asking permission to distribute the questionnaires among the respondents. Copies of the approved letters were also furnished to the school principals, school heads, or school-in-charge of every school.

The researcher followed a timetable in administering the questionnaires to the teacher-respondents of the different schools in Banaybanay District. The date and time of the researcher's appointment with the respondents were set. The researcher herself administered the tool. After the administration, questionnaires were retrieved immediately. The respondents' responses were tallied, collated, and consolidated in a Microsoft Excel file. The file was submitted to the statistician for statistical analysis, which provided answers to the problems of the study.

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 5| May 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

Stringent measures were implemented to ensure compliance with research ethics, focusing on key provisions to safeguard participants' rights and welfare. The study protocol adhered to ethical guidelines outlined by UMERC (University's Ethics Review Committee), with certification number UMERC 2024-414. Before commencing data collection, a compliance certificate from UMERC was obtained, underscoring adherence to ethical standards.

Voluntary participation. Voluntary participation was central to the ethical framework, emphasizing informed consent and the right to withdraw without penalty. Confidentiality of participant information was rigorously maintained, with data anonymization protocols in place to protect privacy. Additionally, measures were taken to minimize potential risks or discomfort to participants throughout the research process. These ethical safeguards were pivotal in upholding the integrity and credibility of the study while prioritizing the well-being of all involved.

The information acquired during the research was kept in digital form using encryption and kept confidential. The data was stored for about five years after the study's conclusion, or even longer for validation and further investigation. After this time, all data was erased or destroyed beyond recovery to maintain confidentiality.

Privacy and confidentiality. All actions were guided by the Data Privacy Law, aiming at maximizing transparency, legitimate purpose, and proportionality principles. Participants were fully informed about how their data would be used, and their consent was obtained before data collection. Additional measures such as anonymization and encryption were used in cases where data contained any identifying information about the participants, and destruction of records was carried out to comply fully with the law and prevent infringement of rights and privacy of those involved in the study.

Once participants had thoroughly read the consent form, they could ask questions or seek clarification before voluntarily agreeing to participate in the research study. Participants were instructed to sign and date the consent form only if they were fully informed and satisfied with the study's purpose and scope. Informed consent was intended to protect participants' autonomy, facilitate trust between researchers and participants, and ensure ethical obligations to transparency about the nature and consequences of participation in the research.

Informed consent process. First, the informed consent process can be initiated by giving participants a sheet explaining the study's overall goals, the data collected, and how the data will be reported. The information sheet also clearly outlined potential risks (e.g., discomfort in answering specific questions) and possible benefits of the study (e.g., better understanding of leadership style and job satisfaction more broadly in education). The researcher also explained how participants' sensitive data would be protected and de-identified.

Next, the informed consent process clarified participants' rights: their right to withdraw at any time during the research process; that signing is entirely voluntary; the researcher would note the signature and the withdrawal request; and their signature is non-transferable, meaning that the signature itself cannot present a risk to participants given this signed document would only stay with the researcher. These rights will be echoed and reminded just before the participants sign the consent form.

The need for participants to read the consent form before signing was also encouraged in the appeal for transparency. Once participants have finished reading the consent form or asked questions for clarification, they will be asked not to sign or date it, unless they are fully informed and delighted that they have read, understood, and are aware of the overall purpose and scope of the study.

Recruitment. The recruiting parties in this study were selected to minimize potential bias from the familiarity of each party, ensure adherence to ethical guidelines, and maintain informed consent. Identifying appropriate recruiting parties is central to ensuring that participants can be ethically and fairly recruited.

Risk. Risk assessment would entail evaluating potential psychological, social, and economic risks for the respondents. Psychological risks may include the potential for discomfort or stress in reflecting on their personal experiences or when responding to sensitive questions about job satisfaction. Social risks may consist of actual or perceived fears of breaching confidentiality, where individuals may feel vulnerable to judgment or retaliation if their information is disclosed. There may be economic risks for the respondents who think that the time spent participating in this study came at the cost of their other professional obligations. Several measures were instituted to address these risks: stringent immediate and follow-up protocols for psychological adverse events; strict measures for ensuring the confidentiality of the interviewer and the participants; flexible scheduling and a commitment to minimal disruption of the participants' workday. These mechanisms ensure all possible risks are attended to, and help the participants be as safe and informed as we can reasonably make them.

Benefits. The study's results benefited teachers, educational institutions, administrators, policy makers of DepEd Banaybanay, Davao Oriental, students, the research community, and society.

Plagiarism. The researcher made sure to avoid any forms of plagiarism by providing complete and accurate citation notes. The study underwent plagiarism detection using software like Grammarly or Turnitin.

Fabrication. Data were recorded meticulously and in detail, for fear of fabrication or falsification. In addition, the action of these measures, when taken together, aims to maintain this study's trustworthiness and ethical diligence. Any conflicts of interest would be declared and disclosed, including any financial or professional relationships with individuals that might affect the research results (or lead to a conflict of ethics). This transparency guarantees that any bias can be identified and mitigated, which keeps the study objective and sound.

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 5| May 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

Falsification. Any potential advantage to misleading respondents must be carefully weighed against the potential harm to ensure ethical integrity.

Conflict of Interest (COI). Furthermore, before the commencement of data collection, approval was also obtained in writing from school principals (or equivalent district administrators) consistent with institutional guidelines regarding research and adherence to school policies. These steps are crucial in balancing research benefits with ethical considerations and maintaining professional standards.

Deceit. The study had no trace of misleading the respondents to any potential harm.

Authorship. As the primary author of this study, the researcher was responsible for the conception and design, data acquisition, analysis, and interpretation of the data and was also responsible for drafting or critically revising the article for significant intellectual content and providing final approval of the version to be published. In recognition of her valuable guidance and contributions, my adviser is included as a co-author in the publication of this paper. Her role encompasses providing expert insights, helping refine the research design, and offering critical feedback throughout the study.

The statistical tools used for data analysis and interpretation are the following:

Mean. This was used to determine the level of each indicator of the transactional and transformational leadership styles and teacher job satisfaction.

T-test. This was to assess whether the means of the two variables of the study are statistically different from each other.

Pearson- r. This was to measure the linear correlation between the level of each indicator of the transactional and transformational leadership styles and teacher job satisfaction.

RESULTS AND DISCUSSION

This section outlines the research findings on teachers' satisfaction levels within transformational and transactional leadership practices in the Banaybanay District of Davao Oriental. The results are presented in a set framework to meet the research questions, beginning with the descriptive stages detailing the levels of leadership, both transactional and transformational, in addition to the employee level of satisfaction within the organization. The results are described through interrelated analyses on the different leadership practices related to job satisfaction. The discussion is constructed on blending theoretical insights and empirical evidence to interpret the results, incorporating their central patterns, implications, and the possible impact on the body of knowledge on educational leadership and management.

Level of Transformational Leadership

Table 1 reveals the level of transformational leadership as perceived by the respondents. The overall mean score of 4.396 indicates that transformational leadership is prominent among school heads in Banaybanay, Davao Oriental. The study stated that all indicators got a Very High level, which confirms that teachers recognized their school principals as transformational leaders.

Among the six dimensions, Empowerment and Support scored the highest mean score of 4.529, indicating that the principals provide substantial encouragement and the teachers' motivation. Conversely, the mean score on the Intellectual Stimulation dimension of 4.28 was the lowest, yet still in the Very High category. This might indicate that while the principals encourage teachers to be innovative and think critically, there could be an improvement in motivating teachers to challenge established views and seek new teaching techniques.

Table 1.
Level of Transformational Leadership

INDICATORS	Mean	SD	DESCRIPTION
Inspirational Vision	4.392	0.412	Very High
Individualized Consideration	4.395	0.375	Very High
Intellectual Stimulation	4.28	0.411	Very High
Charismatic Influence	4.308	0.524	Very High
Management	4.473	0.355	Very High
Empowerment and Support	4.529	0.991	Very High
Overall	**4.396**	**0.351**	**Very High**

This finding suggests that school heads in Banaybanay exhibit relatively excellent transformational leadership capabilities, particularly regarding the support and empowerment they provide. Meanwhile, the comparatively lower score in Intellectual Stimulation might require more rigorous systems that further challenge teachers to practice higher-order thinking, creativity, and problem-solving. Attempting to address this situation could increase teachers' engagement and professional growth.

This aligns with findings from Kareem et al. (2023), which noted that transformational leaders in educational settings increase teachers' motivation and commitment by developing trust and engaging in individualized consideration. Bearing that in mind, when leaders give opportunities for teachers to extend their practice, a collaborative risk-taking environment for innovation is created, contributing to long-term school improvement.

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 5| May 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

Further, it shows that transformational leadership is generally regarded as well enacted in schools, especially concerning intellectual stimulation. Teachers perceive themselves as led by leaders who encourage them to think divergently, consider new ideas, and stretch their minds beyond their traditional thought patterns. These all contribute to strong practices that develop innovative thinking. However, it shows clearly that some components are not considered strong. In particular, teachers are not as positively responding to leaders who promote an environment where assumptions can be questioned and an alternate viewpoint can be explored; promote an environment that encourages intellectual curiosity and promotes innovation; and foster an environment that supports intellectual learning and growth. While all still are viewed positively and respondents still feel they are well enacted, these components of transformational leadership about intellectual stimulation have relatively less practice and indicate researchers and school leaders may have a chance to improve to a significantly higher degree regarding their practice to foster deeper critical thinking and a more reflective and inquisitive culture in their profession.

These findings suggest a relative underdevelopment of teachers engaging in deeper types of critical thinking and inquiry. Khan et al (2022) noted that intellectual stimulation is a vital aspect of transformational leadership that empowers followers to question the status quo and think creatively. If this component is not fully established, the power of transformational leadership is limited. Additionally, Darling-Hammond (2021) noted that when leaders create spaces for opportunity to participate in reflective dialogue and problem-solving together, teacher professional learning is much more powerful. Addressing these moderate areas of practice could bolster teacher engagement and build a culture of sustained professional learning.

Level of Transactional Leadership

Table 2 presents the level of transactional leadership with an overall mean score of 4.256, classified as Very High, with Passive Management by Exception rated highest (4.484), implying that principals tend to intervene only in cases of poor performance and serious problems. In contrast, the Active Management by Exception dimension has the lowest rating among the components, stating that teachers perceive their school heads as less attentive to consistent monitoring and practical intervention in addressing performance issues. Although all items were rated positively, they only got a high level, reflecting that while school leaders do reply to mistakes, irregularities, and nonconformities to standards, such actions may not be underscored as strongly or frequently as other leadership behaviors. This indicates that leaders may gain from enhancing their presence in ongoing supervision and immediate corrective feedback to reinforce accountability and performance progress more effectively.

The results indicate that while principals display some transactional leadership, the inclination leans more toward an inactive approach than a proactive engagement. The high mean for Passive Management by Exception denotes a set of school principals who intervene only when needed, instead of guiding and mentoring their teachers at all times. This allows teachers to work autonomously; however, a strong emphasis on Active Management by Exception may help improve instruction quality by fostering continuous feedback and performance improvement.

Table 2.

Level of Transactional Leadership

INDICATORS	Mean	SD	DESCRIPTION
Contingent Reward	4.226	0.441	Very High
Active Management By Exception	4.06	0.485	High
Passive Management By Exceptions	4.484	0.61	Very High
Overall	4.256	0.353	**Very High**

This observation resonates with Min's (2022) assertion that passive transactional leaders tend to avoid active involvement unless there are clear issues or failures, which may hinder the development of a responsive and supportive school climate. While such an approach may allow teachers a degree of autonomy, it risks overlooking opportunities for growth and improvement. Supporting this, Gading (2024) suggests that consistent and proactive leadership, particularly through *Active Management by Exception*, plays a pivotal role in ensuring high instructional quality by setting clear expectations and providing timely corrective feedback. Moreover, Bellibaș et al (2021) argue that effective school leadership involves monitoring instruction regularly and offering targeted support, which leads to better teaching practices and student outcomes. Thus, strengthening active transactional leadership practices may enhance professional accountability and instructional excellence.

Level of Teacher's Job Satisfaction

It is shown in Table 3 that the means of teacher job satisfaction as a whole fell on 4.197, which corresponds to a High level of satisfaction, which means that teachers are generally very satisfied with their work. Of all indicators measured, Collegial Relationships has the highest mean of 4.341, further validating that teacher job satisfaction returns high results if positive collegial relationships exist. On the other hand, Workload and Time Management obtained a mean of 3.898, the lowest mean, although still rated as high, implying that teachers have a sufficient workload. Still, time constraints and administrative duties may pose challenges.

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 5| May 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

Table 3.
Level of Teacher's Job Satisfaction

INDICATORS	Mean	SD	DESCRIPTION
Professional Development Opportunities	4.329	0.488	Very High
Workload and Time Management	3.898	0.493	High
Supportive Leadership	4.077	0.447	High
Collegial Relationships	4.341	0.941	Very High
Classroom Resources and Facilities	4.219	0.43	Very High
Student Engagement and Behavior Management	4.32	0.358	Very High
Overall	**4.197**	**0.352**	**High**

This, therefore, implies that much remains to be done for the good of the teacher. While teachers value collegial support and collaboration, they are still concerned about workload and time management. There is an opportunity to improve teacher job satisfaction by developing workload distribution, time management training, or administrative support.

This concern is supported by the findings of Jomuad et al. (2021), who emphasized that excessive workload and time pressure are among the leading causes of teacher stress and burnout, negatively impacting job satisfaction and retention. Although strong collegial relationships help buffer workplace stress, they are not enough to counter structural and organizational challenges. In this context, developing more equitable workload distribution, time management training, or improved administrative support may significantly enhance teacher well-being. Ellis et al (2024) also noted that teacher morale declines when schools fail to provide adequate support and fair task allocation, leading to higher turnover rates.

Significance of the Relationship between Transformational and Transactional Leadership to Teachers' Job Satisfaction

According to the results in Table 4, a significant positive relationship exists between transformational leadership and transactional leadership on teacher job satisfaction. The correlation with transactional leadership was stronger ($r = 0.52$, $p < 0.001$) than with transformational leadership ($r = 0.431$, $p < 0.001$). Thus, while both styles contribute to teacher satisfaction, structured management practices and reward systems exert a greater effect than inspirational and developmental leadership approaches.

Table 4.
Significance on the Relationship between Transformational and TransactionalLeadership and Teachers' Job Satisfaction

Independent Variables	Dependent Variable	r- value	r- squared	p- value	Decision
Transformational Leadership	Teacher's Job Satisfaction	0.431*	0.185761	< .001	Reject Ho
Transactional Leadership		0.52*	0.2704	< .001	Reject Ho

*p<0.005

The higher r-value for transactional leadership indicates that teachers respond more positively to precise specifications of performance expectations, monitoring, and reward mechanisms. This supports the finding that incentives such as recognition, structured feedback, and systematic management can create job satisfaction more efficiently than abstract motivators, such as vision and intellectual stimulation in education. The r-squared values further support this point because transactional leadership explains 27.04% of the variance in job satisfaction, while transformational leadership accounts for only 18.58%.

Although transformational leadership is significantly correlated, the relatively minor correlation value suggests that visionary and individualized leadership may not be sufficient grounds for motivating and satisfying teachers. Teachers may still need structured guidance, resources, and consistent reinforcement to feel secure and fulfilled in their posts. This portrays how transformational ideals must be aligned with the downside of transactional leadership being done on the ground to manage the entirety.

This supports the argument made by Davis (2023), where it was found that although transformational leadership inspires and motivates commitment to the leader's vision, it must be implemented through tangible methods to realize consistent performance and satisfaction levels. Teachers still require structured guidance, access to resources, and continued reinforcement to feel safe and fulfilled as they would for other functions.

This aligns with the view of Aljumah (2023), who reiterated that transformational leaders cultivate motivation through their vision; however, if teachers do not receive structure, such as clear expectations and systems of rewards and accountability, they may burn out when the daily motivating factors are missing. The findings from these studies underscore the requirement for maximum teacher job satisfaction to blend

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 5| May 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

transformational and transactional leadership styles. While transformational leadership can facilitate growth and professional satisfaction over a long-term horizon, transactional leadership can provide the structure and incentive to execute day-to-day operations. As Nouri (2024) suggests, who has promoted the balance of transformational and transactional leadership as their ideal, the most effective leaders are the ones that combine Distributive Leadership with transformational practices, which are combined with the demands of the region. With this fact in mind, educational leaders are encouraged to blend leadership approaches better to promote teacher well-being with structural demands in academic institutions.

Significance on the Relationship between Transformational Leadership and Teachers' Job Satisfaction

Table 4.1 reveals that transformational leadership significantly relates to teacher job satisfaction, with all dimensions of leadership correlated with job satisfaction (except Empowerment and Support) at a statistical level of 0.001 or below. Of the knowledge dimensions, Individualized Consideration (r = 0.378) and Charismatic Influence (r = 0.377) show the most significant relationship with job satisfaction. Teachers seem more satisfied when school leaders provide individualized support and strong charismatic influence.

This finding indicates that Inspirational Vision (r = 0.386) correlates most significantly with job satisfaction. Since inspiring leaders communicate a compelling vision that collectively resonates with teachers' professional values and aspirations, teachers tend to have a sense of purpose and motivation. Likewise, Intellectual Stimulation (r = 0.354) and Management (r = 0.345) add positively, implying that encouraging critical thinking while exercising structured guidance leads to greater teacher satisfaction.

Table 4.1.
Significance on the Relationship between Transformational Leadership and Teacher's Job Satisfaction

Indicators	Dependent Variable	r- value	r- squared	p- value	Decision
Inspirational Vision	Teacher's Job Satisfaction	0.386*	0.148996	< .001	Reject Ho
Individualized Consideration		0.378*	0.142884	< .001	Reject Ho
Intellectual Stimulation		0.354*	0.125316	< .001	Reject Ho
Charismatic Influence		0.377*	0.142129	< .001	Reject Ho
Management		0.345*	0.119025	<.001	Reject Ho
Empowerment and Support		0.143	0.020449	0.076	Do not Reject Ho

*p<0.005

On the other hand, Empowerment and Support (r = 0.143, p = 0.076) are not significantly correlated with job satisfaction since the p-value of .076 is above .05. This shows that while autonomy and support are valued, they may not have been the foremost predictor of teachers' job satisfaction in this study. The sense of empowerment has a moderating effect influenced by institutional policies, workload, and career growth opportunities that must be thoroughly researched.

These findings support the assertion that transformational leadership fosters teacher job satisfaction, primarily through visionary leadership, individualized support, and intellectual engagement. However, differing strengths of these correlations point out that some dimensions, much more than others, suggest contrasting targeted leadership approaches for optimizing teacher work motivation and well-being.

This aligns with the work of Sumampong (2024), who noted that transformational leadership is an essential part of raising teacher morale, push and performance by developing a shared vision and addressing each teachers specific needs. It is, however, worth noting that these strengths suggest that certain dimensions of transformational leadership are likely to exert a larger influence than others which suggests a need for targeted leadership approaches. For example, personalized consideration may support teachers to develop emotional well-being, while intellectual stimulation may impact teachers professional learning and engagement more directly. These subtle distinctions echo Vorontsova & Dakhari (2024), who suggested effective school leadership must learn how to adapt their practices to the motivational and development needs that specific teachers require. As such, school leaders must demonstrate the overall essential facilitation of transformational leadership, while still being able to decide

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 5| May 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

which practices they might emphasize, depending on the needs of their contexts, to ensure high levels of teacher motivation, satisfaction and ultimately success for the organizations purpose.

Significance on the Relationship between Transactional Leadership and Teacher's Job Satisfaction

The findings illustrated in Table 4.2 indicate that there is a meaningful relationship between transactional leadership and teacher job satisfaction via two particular variables: Active Management by Exception ($r = 0.566$, $p < 0.001$) and Contingent Reward ($r = 0.439$, $p < 0.001$). The strongest correlation occurs for Active Management by Exception, which suggests that leaders who actively monitor performance, address deviations promptly, and provide corrective actions contribute most significantly to teacher satisfaction. Teachers appreciate a proactive leader who instills accountability within a supportive work environment.

Table 4.2.

Significance on the Relationship between Transactional Leadership and Teacher's Job Satisfaction

Indicators	Dependent Variable	r- value	r- squared	p- value	Decision
Contingent Reward	Teacher's Job Satisfaction	0.439*	0.192721	< .001	Reject Ho
Active Management by Exception		0.566*	0.320356	< .001	Reject Ho
Passive Management by Exception		0.135	0.018225	0.093	Do not Reject Ho

*p<0.005

Contingent Reward has a positive correlation ($r = 0.439$, $R^2 = 0.1927$), indicating that a well-structured reward system accounts for 19.27% of the variability in teacher job satisfaction. This reinforces the importance of clear expectations, recognition, and incentives for motivating and engaging teachers. When teachers feel their efforts are acknowledged and rewarded, their job satisfaction improves, leading to greater performance and commitment.

On the contrary, Passive Management by Exception does not have any significant relationship with teacher job satisfaction ($r = 0.135$, $p = 0.093$). Since the p-value in this case exceeds the threshold for significance, as decided at $p = 0.5$, it may be said that this type of passive leadership, where intervention occurs only when problems arise, does not have meaningful impact on teachers' job satisfaction. In these environments, teachers most likely don't feel supported and see that the problems are addressed only after they have become significant challenges, or not at all, instead of being anticipated and solved in advance.

These findings remind us of the importance of ensuring that transactional leadership mainly works through Active Management by Exception and Contingent Reward to influence teacher satisfaction. A leader who actively checks and rewards desirable behaviors contributes greatly to the development of an effective learning environment. By contrast, passive leadership methods tend to decrease teacher morale, showing the need for balanced and active leadership.

This finding is parallel to the study of Opoku et al. (2024), who stated that leaders who actively monitor and provide timely corrective feedback, uphold clear expectations, and provide compensation systems proactively maintain accountability and improve work performance. When leaders actively monitor behaviors, while winning over behavioral expectations and encouragement, leaders create a clearer path for accountability and motivation and, slowly over time, develop a culture of excellence and professional development. In contrast, strategies like passive or absent leadership— waiting until a problem gets worse—instills a lack of accountability that can damage trust (Herring, 2023). These teachers may feel they were not supported and devalued, believed to be ineffectual by not acting more quickly and forcefully to change behaviors; inhibiting engagement, morale, and commitment to their job. Moreover, Sliwka et al. (2024) believed leading in schools requires that it was critical for school leaders to take a proactive approach and act to eliminate poor practices to push sustained improvements. These findings show the need for educational leaders to take a well-balanced approach to transactional leadership that promotes active leadership, the maintenance of teachers' morale, and the promotion of instructional effectiveness.

Regression Analysis on the Influence of Transformational and Transactional Leadership to Teacher's Job Satisfaction

As shown in Table 5 of the regression analysis, both transformational and transactional leadership are significant predictors of teacher job satisfaction. However, transactional leadership, with a higher predictive coefficient than

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 5| May 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

transformational leadership (β = 0.405, p < 0.001; β = 0.221, p = 0.006), seems to account for more variance in teacher satisfaction. This suggests that structured, reward-based leadership practices have a greater impact on teacher satisfaction than do visionary or inspirational approaches. R^2 = 0.306 suggests that over 30% of the variance in job satisfaction may be explained by the combination of the two leadership styles, thus reiterating their crucial role in defining teachers' experiences in the workplace.

Table 5.
Regression Analysis on the Influence of Transformational and Transactional Leadership to Teacher's Job Satisfaction

Independent Variables	Unstandardized Coefficients		Standardized Coefficients	t- value	p- value	Decision
	B	SE	Beta			
(constant)	1.503	0.336				
Transformational Leadership	0.222	0.079	0.221*	2.801	0.006	Reject Ho
Empowerment and Support	0.404	0.079	0.405*	5.136	<.001	Reject Ho

Dependent Variable: Teacher's Job Satisfaction

*p<0.05
R = 0.553
R^2 = 0.306
F-value = 33.526
p-value < .001

That transactional leadership has a more profound impact indicates the extent to which teachers give importance to clarity, structured rewards, and performance monitoring in their professional environment. When school administrators communicate expectations, offer incentives based on performance, and provide a systematic feedback process, they stand a better chance of supporting and motivating teachers to feel good in their jobs. The significant F-value also confirms that the overall model fits statistically significantly (33.526, p < 0.001), establishing that leadership approaches are key determinants of job satisfaction.

Although transformational leadership is a significant predictor, its relatively low beta coefficient indicates that while inspirational leadership brings engagement over time and commitment, it may not be the most effective in producing immediate job satisfaction compared to transactional leadership. This calls for a comprehensive blend of leadership styles, those that appropriately combine structured reward systems with promotion-motivational leadership and the opportunity for professional growth to further enhance teacher well-being.

These findings collectively emphasize the importance of school leaders mixing transformational with transactional strategies so as to create an environment conducive for work. While transformational leadership will inspire and develop teachers in time, transactional leadership raises job satisfaction immediately by reinstating structure, accountability, and recognition. The combination of these leadership styles may elevate teacher morale, which should result in higher retention, performance, and job satisfaction.

These findings collectively emphasize the importance of school leaders mixing transformational with transactional strategies to create an environment conducive to effective teaching and learning. This is aligned with the view of Kasur (2024), who initially proposed that transformational leadership inspires long-term development and commitment by encouraging teachers to grow professionally, align with a shared vision, and feel valued as individuals. However, as Sliwka et al. (2024) later expanded, transformational leadership alone may not address the immediate operational needs of educators. Transactional leadership, through mechanisms like *Contingent Reward* and *Active Management by Exception*, provides the structure, accountability, and recognition necessary for maintaining motivation in day-to-day responsibilities. Fischer & Sitkin (2023) also found that a combination of both leadership styles results in higher levels of satisfaction and performance among followers than either style alone. Thus, blending these approaches allows school leaders to cultivate both the emotional investment and practical support that teachers need. This dual strategy is not only key to elevating teacher morale but also contributes to improved teacher retention, enhanced classroom performance, and greater institutional stability.

Regression Analysis on the Influence of Transformational Leadership on Teachers' Job Satisfaction

The regression analysis in Table 5.1 shows that transformational leadership dimensions do not significantly influence teacher job satisfaction because all had a p-value greater than 0.05. This suggests that while transformational leadership might have an influence on teacher job satisfaction, specific dimensions like Inspirational Vision (p = 0.457), Individualized Consideration (p = 0.426), Intellectual

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 5| May 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

Stimulation (p = 0.553), Charismatic Influence (p = 0.051), management (p = 0.352), and Empowerment and Support (p = 0.338) are not strong predictors. The R^2 value of 0.209 shows that 20.9% of the variance in job satisfaction is explained by leadership dimensions. Indeed, it supports the view that perhaps other factors could play more crucial roles in teacher satisfaction.

Table 5.1.

Regression Analysis on the Influence of Transformational Leadership to Teacher's Job Satisfaction

Indicators	Unstandardized Coefficients		Standardized Coefficients	t- value	p- value	Decision
	B	SE	Beta			
(constant)	2.137	0.360				
Inspirational	0.081	0.109	0.095	0.745	0.457	Do not Reject Ho
Individualized Consideration	0.092	0.115	0.098	0.798	0.426	Do not Reject Ho
Intellectual Stimulation	0.056	0.095	0.066	0.594	0.553	Do not Reject Ho
Charismatic Influence	0.123	0.063	0.184	1.966	0.051	Do not Reject Ho
Management	0.091	0.098	0.092	0.933	0.352	Do not Reject Ho
Empowerment and Support	0.026	0.028	0.075	0.961	0.338	Do not Reject Ho

Dependent Variable: Teacher's Job Satisfaction

*p<0.05
R = 0.457 F-value = 6.504
R^2 = 0.209 p-value < .001

Particularly interesting is Charismatic Influence (β = 0.184, p = 0.051), which comes close to significance, thus revealing an emerging pattern whereby leaders who exude confidence, enthusiasm, and personal magnetism might have more compelling influence on teacher job satisfaction than others among these transformational attributes. However, this is a borderline case, as it computes to become insignificant because it is above 0.05. So, while charismatic leadership influences teachers to some degree, it may not be the primary factor driving job satisfaction overall.

The non-significance of Inspirational Vision, Individualized Consideration, and Intellectual Stimulation suggests that teachers may not directly associate these traits of transformational leadership with their job satisfaction. The prominent theory is that other contextual factors, such as institutional policies, workloads, and career advancement opportunities, may have overridden the effects of visionary and developmental leadership. Furthermore, material incentives, coupled with sufficient expectations and administrative support, might help teachers feel satisfied with their jobs.

The results indicate that when looked at through a granular lens, transformational leadership might not be a powerful predictor of teacher job satisfaction. To boost teacher satisfaction, school administrators may have to blend a bit of transactional leadership into their transformational approaches: performance-based incentives, regular structured feedback. In this sense, the findings emphasize a balance between inspirational leadership and provision of practical support to enhance job satisfaction in educational environments.

This conclusion parallels the perspective of Ismail & David (2024), who believed that while transformational and supportive leadership would be praised, other contextual aspects that relate to workload, institutional factors, and career pathways may have a more immediate and extrinsic effect on teacher well-being. This aligns with the study of Shi et al. (2024), which indicated that material conditions of a profession, administrative structures, and contextually defined roles and expectations are more powerful influences on teachers' perceptions of satisfaction than nebulous ideals of leadership. Moreover, the concluded idea that transformational leadership represents a less robust predictor of job satisfaction supports the

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 5| May 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

notion that tangible, transactional variables, including performance incentives, feedback mechanisms, and other practical supports existing in the working realities of a profession, are crucial to sustaining teachers' motivations.

To this end, Ahmad (2025) underscored the necessity to combine transformational and transactional leadership, arguing that leaders who inspire and reward and set clear expectations and frameworks for structures will act more effectively. This means that while an inspirational leader inspires and recognizes teachers, leaders may also need to simultaneously clarify structures and expectations (i.e., rewards, supports, resources). Therefore, school administrators may be more likely to enhance teacher job satisfaction and organizational-level benefits by incorporating inspirational leadership and formal supports and rewards within their restorative capacities.

Regression Analysis on the Influence of Transactional Leadership on Teachers' Job Satisfaction

Table 5.2 regression analysis identifies Contingent Reward (β = 0.212; p = .005) and Active Management by Exception (β = 0.461; p < 0.001) as significant predictors of teacher job satisfaction. These results identified that structured reward systems and being actively informed on teacher performance contribute positively to teacher job satisfaction. In this regard, Active Management by Exception strongly predicts teacher job satisfaction, meaning that teachers prefer a leadership that actively monitors their performance and immediately addresses deviations or problems.

The R^2 value of 0.363 indicates that variables of transactional leadership explain around 36.3% of the criterion variance for teacher job satisfaction, indicative of a role of clarifying expectations, systems of rewards, and performance monitoring in establishing a supportive teaching environment. Confirmation of a highly significant F (28.705; p < 0.001) indicates that transactional leadership is a very strong determinant of teacher satisfaction and, hence, one of the leadership abilities that must be present within the educational setting.

Table 5.2.

Regression Analysis on the Influence of Transactional Leadership on Teachers' Job Satisfaction

Indicators	Unstandardized Coefficients		Standardized Coefficients	value	value	Decision
	B	SE	Beta			
(constant)	1.944	0.278				
Contingent Reward	0.169	0.059	0.212*	2.854	0.005	Reject Ho
Active Management by Exception	0.334	0.053	0.461*	6.253	< .001	Reject Ho
Passive Management by Exception	0.041	0.038	0.071	1.087	0.279	Do not Reject Ho

Dependent Variable: Teacher's Job Satisfaction

*p<0.05

R = 0.457 F-value = 6.504

Passive management by exception (β = 0.071, p = 0.279) fails to predict job satisfaction significantly, as evidenced by a p-value greater than 0.05. This finding indicates that leaders characterized as passive would not produce a desired effect on teacher satisfaction. In settings where leaders initiate intervention only after morale and performance issues become evident, teachers are likely to feel unsupported.

To a large extent, these findings indicate that transactional leadership through contingent rewards and active supervision drives teacher job satisfaction. The school authorities must thus prioritize structured incentive systems and active involvement with teachers to motivate them and enhance their job satisfaction. On the other hand, passive leadership should not be used at all in nurturing teacher satisfaction, for its effects may not only lack substantiality but, in the long run, may produce dissatisfaction.

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 5| May 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

The findings support the idea that transformational and transactional leadership have a role in shaping teacher job satisfaction, but transactional leadership, particularly Active Management by Exception, is more direct and profound in its effect. Teachers react favorably towards structures that define expectations of performance and timely corrective interventions.

A strong Contingent Reward correlated with job satisfaction emphasizes the importance of recognition and reward systems as motivation for teachers. Job satisfaction rises if teachers find that their constructive efforts are recognized and thanked for their contributions.

On the other hand, the non-significance of Empowerment and Support within transformational leadership denotes that although autonomy is desired, it might not be the most vital creator of satisfaction. Teachers may still need a system that balances empowerment with administratively specific expectations.

Accordingly, findings suggest an effective leadership approach would integrate transformational elements for motivation and professional growth and transactional strategies for structured guidance and performance accountability. Leadership development programs build the capacity of principals to effectively blend approaches in a manner that benefits both teachers and schools.

This reinforces Thneibat's findings (2022), with Thneibat noting the importance of performance-based incentives and prompt feedback in motivating employees and facilitating their commitment to the organization. Teachers often respond well to clearly defined roles, employers who communicate expectations, and employers who recognize their hard work through prompt recognition and reward. So far as this is concerned, school sites need to emphasize structured incentive systems and involved leadership to provide a work environment that maintains teacher satisfaction and morale. On the contrary, the ineffectiveness of passive leadership is consistent with the results of Kamal & Kesuma (2024), who concluded that laissez-faire leadership style may be responsible for less job satisfaction and lower institutional performance. Passive means of strategic leadership, such as minimal direct intervention or delayed feedback, fail to provide the support and accountability that teachers require to flourish.
Additionally, the non-significance of Empowerment and Support in transformational leadership raises the idea that while autonomy and personal development are essential, they may not be the strongest immediate satisfaction drivers. This is consistent with Wang et al. (2024), who reported that teachers often want a balance between autonomy and formal supportive organizational systems to achieve comfort and satisfaction in their teaching. Transactional leadership's more direct and significant effect, particularly Active Management by Exception and Contingent Reward, also illustrates the significance of having clear performance expectations and appreciation to improve teacher wellness.

Furthermore, these findings resonate with Nurlina's (2022) meta-analysis, which showed that transformational and transactional leadership play a significant role in job satisfaction, particularly when both types are used effectively. This means programmatic development for leaders should focus on ensuring school heads learn how to combine the aspirational and individualized motivations of transformation with contingent structures, rewards, and evaluation through transactional leadership, to develop a style that caters to teachers' emotional and finishing developmental needs.

CONCLUSION AND RECOMMENDATION

This section summarizes the key findings on how transformational and transactional leadership styles influence teachers' job satisfaction in Banaybanay District, Davao Oriental. Based on the results, conclusions are drawn regarding the impact of leadership practices on teacher satisfaction. Recommendations are provided for school leaders, policymakers, and future researchers to enhance leadership strategies and educational outcomes.

Based on the study's findings, the following conclusions are drawn: The consistently very high levels of leadership across all transformational dimensions show that school heads in Banaybanay District, Davao Oriental, are unwavering in embracing the core principles of transformational leadership. Their act of leadership inspires teachers, encourages critical thinking, promotes leadership integrity, and cultivates an appreciative, supportive, and empowering culture of leadership. Possessing the qualities of a transformational leader, school heads have been able to create a school climate conducive to innovation, growth, and collaboration. School heads must maintain and enhance these practices, ensuring a culture of excellence with rootedness, instituting continual growth, improvement, and consistency.

The very high ratings for transactional leadership across all dimensions indicate a more organized, results-oriented approach to leadership, where school heads of Banaybanay District will be more focused on standard operating procedures and supporting the school community to attain necessary objectives. However, the ratings of Active Management by Exception, among the indicators, are still high, but is a little lower than the other dimensions which indicates that school heads are indeed active in terms of addressing problems and making sure performance expectations are met, but might not be strongly proactive about anticipating possible issues before they occur, and acting upon them to prevent situations from escalating to a level of concern. This suggests that transactional leadership is used well by school heads in Banaybanay District, but improving the prudence and intention of their practice may lead to better overall leadership effectiveness

Teachers' high level of job satisfaction shows that, as a group, teachers in the Banaybanay District, Davao Oriental, consider their work environment, the professional opportunities available, and the support they receive as positive factors. This suggests that leadership and organizational practices provide motivating and fulfilling circumstances. Similarly, while Supportive Leadership and Workload & Time management

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 5| May 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

were still rated high, these were the lowest-rated satisfaction aspects. This suggests that teachers in this District are making sense of their support levels and managing their workloads. Still, leadership can provide better-tailored supportive conditions and clearer workload expectations to enhance job satisfaction. This may be an opportunity for future development to strengthen satisfaction, support, and workload to ensure continued development.

The relationship between transactional leadership and job satisfaction of teachers is stronger than that with transformational leadership, indicating that teachers respond more positively to structured management and reward mechanisms than to visionary or developmental leadership approaches. Transactional leadership, particularly in providing clear performance expectations and rewards, accounts for a larger portion of the variance in job satisfaction compared to transformational leadership. This suggests that while transformational leadership is essential, transactional leadership is more critical in directly enhancing teacher job satisfaction.

The findings of this research correspond with SDG 4: Quality Education and SDG 8: Decent Work and Economic Growth. This study has demonstrated the leadership styles that contribute to job satisfaction and ultimately support the understanding of quality teaching and learning environments, a significant component of achieving inclusive and equitable quality education. Once teachers experience job satisfaction, they are likely to remain in the role, doing their job well and furthering their lifelong learning, promoting student learning outcomes. Also, by identifying the fair workload distribution, professional support, and recognition of performance in a professional learning environment, there is good alignment with the SDG 8 objective to "promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all." When school leaders embrace leadership strategies that respect teachers' well-being and professional growth, the goal of graceful and dignified educational working conditions will be more realizable.

The most important conclusion of this study is that it is vital to have school leaders who employ both leadership styles fairly and in conjunction to support their teachers optimally. This implicates motivation and vision in transformational leadership and structure and reinforcement in transactional leadership, allowing for a more flexible leadership approach.

Further research may explore additional factors influencing job satisfaction, such as school culture, administrative policies, and external motivators, to gain a more holistic understanding of the dynamics affecting teacher motivation and performance.

In light of the findings and conclusions, the following recommendations are proposed to enhance leadership effectiveness and teacher job satisfaction in the Banaybanay District:

First, school leaders should take a concurrent and composite approach to transactional and transformational leadership practices to enhance their work for themselves and other teachers. Since transactional leadership contributes more to teacher job satisfaction, school leaders should instill clear expectations for performance and systematic rewards and recognition programs. Schools can routinely employ a monthly teacher recognition program with defined performance components, including performance indicators associated with student success and progress, management of children in class, and use of innovative practice. Furthermore, the more performance feedback tools are leveraged—such as peer feedback, student feedback, and performance feedback from principals in the form of principal-teacher coaching sessions—the more routine and less formal the loop of feedback will be.

Simultaneously, it is vital that the components of transformational leadership are strengthened, especially with intellectual stimulation. It will be important for principals to receive training in building a school culture that supports creative thinkers, research-based teaching, and reflective practitioners. This could include arranging quarterly in-service training, peer mentoring of action research and research-based teaching, or innovation seminars where teachers present new instructional strategies or classroom innovations. School heads need to encourage professional development by teachers in which teachers either design a workshop or facilitate a workshop for their colleagues, thus, reinforcing empowerment and collective learning.

To curtail the inclination to fall into Passive Management by Exception, principals should be prepared to look beyond that to develop a more active management, engaged supervisory style. It is suggested that the Department of Education develop a mentoring and leadership coaching program that can assist principals in their development of active instructional leadership. Suggestions for the Department of Education include developing regular classroom walkthroughs, learning action cell (LAC) sessions, and setting individual goals conferences to create an active management structures so that the school leaders can be present in the teaching and learning process. This will allow school leaders to provide timely guidance and intervention.

In order to address concerns about workload and time management for teachers, school administrator must perform a workload audit to determine areas of duplication or administrative burden which can be streamlined or delegated. Administrative policy to limit non-teaching work area should be developed so that teachers have more time to focus on instructional planning & delivery. More technology tools which can help alleviate time with high volume tasks. Elements like automated grading systems, lesson planning templates, or communication platforms can help provide more time to all teachers. Administrator should also provide training in focus, managing time and prioritization.

To improve job satisfaction even more, it is essential to maintain and expand positive collegial relationships by creating an engaged school culture. Activities like building teams on retreats, cross level teaching partnerships, and peer support groups can promote trust and shared accountability and morale

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 5| May 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

among staff members. In addition to these peer-based approaches, schools should establish a well-being committee to create wellness programs that help with teacher stress, work-life balance, and mental well-being.

Lastly, with an emphasis on the significance leaders' styles and approaches had on job satisfaction, the Department of Education – Schools Division of Davao Oriental is advised to develop and implement a leadership development framework. The implementation of a leadership development framework should provide modules on transformational and transactional leadership competencies, a real-case scenario exercise, a 360-degree feedback mechanism, and data-informed decision-making. These would help solidify whether school leaders are merely visionaries, motivators and inspiring human beings, as opposed to having concrete real-world expectations on teachers' professional realities.

None of the individual transformational leadership indicators appeared to have had a distinct effect on predicting job satisfaction. More research may examine which moderating or mediating influences might intervene to change these relationships. Future studies could investigate school culture as well as teacher motivation and institutional policy in determining the effect of leadership on job satisfaction, and longitudinal research on how leadership styles affect teacher retention would provide a deeper understanding of the long-term consequences of particular leadership styles in schools.

By implementing these specific and targeted recommendations, the District can foster a more motivated, professionally fulfilled, and empowered teaching force—ultimately contributing to improved student outcomes and sustainable educational progress.

REFERENCES

1. *Ahmad, N. R. (2025). Leadership Styles in the 21st Century: A Comparative Analysis of Transformational and Transactional Leadership. Journal for Social Science Archives, 3(1), 576-587.*
2. *Aljumah, A. (2023). The impact of extrinsic and intrinsic motivation on job satisfaction: The mediating role of transactional leadership. Cogent Business & Management, 10(3), 2270813.*
3. *Alwali, J., & Alwali, W. (2022). The relationship between emotional intelligence, transformational leadership, and performance: A test of the mediating role of job satisfaction. Leadership & Organization Development Journal, 43(7), 1010–1026. https://doi.org/10.1108/LODJ-10-2021-0486*
4. *Anastasiou, S., & Garametsi, V. (2021). Perceived leadership style and job satisfaction of teachers in public and private schools. International Journal of Management in Education, 15, 58–77. https://doi.org/10.1504/IJMIE.2021.111817*
5. *Barksdale, T. L. (2022). A sense of belonging: An examination of the impact of leadership behaviors on teacher morale in rural middle schools (Doctoral dissertation, Gardner-Webb University).*
6. *Bass, B. M. (Ed.). (1994). Improving organizational effectiveness through transformational leadership. Sage Publications.*
7. *Bass, B. M. (1995). Theory of transformational leadership redux. The Leadership Quarterly, 6(4), 463–478. https://doi.org/10.1016/1048-9843(95)90021-7*
8. *Bellibaş, M. Ş., Gümüş, S., & Liu, Y. (2021). Does school leadership matter for teachers' classroom practice? The influence of instructional leadership and distributed leadership on instructional quality. School effectiveness and school improvement, 32(3), 387-412.*
9. *Burns, J. M. (1978). Leadership. Harper & Row.*
10. *Creswell, J. W. (2014). Research design: Qualitative, quantitative, and mixed methods approaches (4th ed.). SAGE Publications.*
11. *Dappa, K., Bhatti, F., & Aljarah, A. (2019). A study on the effect of transformational leadership on job satisfaction: The role of gender, perceived organizational politics and perceived organizational commitment. Management Science Letters, 9(6), 823–834.*
12. *Darling-Hammond, L., Cobb, V., & Bullmaster, M. (2021). Professional Development Schools as Contexts for Teacher Learning and Leadership 1. In Organizational learning in schools (pp. 149-175). Taylor & Francis.*
13. *Dicke, T., Stebner, F., Lin, L., & Leutner, D. (2020). Teacher job satisfaction and student achievement: The roles of teacher professional community and teacher collaboration in schools. Teaching and Teacher Education, 89, 103003. https://doi.org/10.1016/j.tate.2019.103003*
14. *Davis, A. T. (2023). Transformational leadership: exploring its impact on job satisfaction, job performance, and employee empowerment (Doctoral dissertation, Saint Leo University).*
15. *Dickerson, J. D. (2023). A correlational study of teacher morale in a small rural school district in West Tennessee (Doctoral dissertation, Trevecca Nazarene University).*
16. *Ellis, E., Alexander, S., Altepeter, C., & Ferguson, A. (2024). Teacher Recruitment and Retention: Leadership Strategies for Equity and Workforce Stability (Doctoral dissertation, Saint Louis University).*
17. *Fischer, T., & Sitkin, S. B. (2023). Leadership styles: A comprehensive assessment and way forward. Academy of Management Annals, 17(1), 331-372.*
18. *Gading, S. J. L. (2024). Instructional Leadership Practices of the School Heads to Improve Teachers Performance. United International Journal for Research & Technology, 5(6), 89-119.*
19. *Gist, C. D., Bristol, T. J., Carver-Thomas, D., Hyler, M. E., & Darling-Hammond, L. (2021). Motivating teachers of color and Indigenous teachers to stay in the field. Phi Delta Kappan.*
20. *Herring, A. E. (2023). The Impact of Effective and Ineffective Principal Leadership on Teacher Morale. St. Thomas University.*
21. *Hodge, M. C. (2020). Transformational leadership among superintendents and its role in principal job satisfaction (Doctoral dissertation, University of La Verne).*
22. *House, R. J. (1971). A path goal theory of leader effectiveness. Administrative Science Quarterly, 16, 321–339. https://doi.org/10.2307/2391905*
23. *Howell, J. M., & Avolio, B. J. (1993). Transformational leadership, transactional leadership, locus of control, and support for innovation: Key predictors of consolidated-business-unit performance. Journal of Applied Psychology, 78(6), 891–902. https://doi.org/10.1037/0021-9010.78.6.891*

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 5| May 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

24. *Ismail, S. M. M., & David, S. A. (2024). The Impact of School Leadership Support on Teacher Retention: A Study among School Leaders and Teacher. International Journal of Educational Administration and Leadership: Theory and Practice, 3(1), 1-15.*
25. *Jomuad, P. D., Antiquina, L. M. M., Cericos, E. U., Bacus, J. A., Vallejo, J. H., Dionio, B. B., ... & Clarin, A. S. (2021). Teachers' workload in relation to burnout and work performance. International journal of educational policy research and review.*
26. *Kaiser, F. J. (2020). Staffing every classroom: Principal perceptions of teacher stress, burnout, and attrition. Texas A&M University-Commerce.*
27. *Kareem, J., Patrick, H. A., Prabakaran, N., Tantia, V., MPM, P. K., & Mukherjee, U. (2023). Transformational educational leaders inspire school educators' commitment. In Frontiers in Education (Vol. 8, p. 1171513). Frontiers Media SA.*
28. *Kasur, F. N., Tariq, U., Asif, M., & Hameed, R. (2024). Relationship between Principal Transformational Leadership and Teachers' Commitment to School at Secondary Level. Social Science Review Archives, 2(2), 715-723.*
29. *Khan, I. U., Amin, R. U., & Saif, N. (2022). Individualized consideration and idealized influence of transformational leadership: Mediating role of inspirational motivation and intellectual stimulation. International Journal of Leadership in Education, 1-11.*
30. *Leedy, P. D., & Ormrod, J. E. (2018). Practical research: Planning and design (12th ed.). Pearson Education.*
31. *Min, Z. (2022). The importance of leadership style towards perceived organizational politics in China school: A review of transactional leadership. Journal of Digitainability, Realism & Mastery (DREAM), 1(05), 11-20.*
32. *Nouri, V. (2024). Integrating leadership models into academic practice: An overview of the transformative role of centers for teaching and learning in higher education. European Journal of Education Studies, 11(12).*
33. *Nurlina, N. (2022). Examining linkage between transactional leadership, organizational culture, commitment and compensation on work satisfaction and performance. Golden Ratio of Human Resource Management, 2(2), 108-122.*
34. *Opoku, V., Osman, A., & Kyeraa, A. (2024). The Impact of Performance Appraisal Systems on Employee Motivation and Organizational Success: A Comprehensive Review of Best Practices and Challenges. Convergence Chronicles, 5(5), 83-92.*
35. *Shi, X., Fan, Q. Z., Zheng, X., Qiu, D. F., Sindakis, S., & Showkat, S. (2024). Optimal Leadership Styles for Teacher Satisfaction: a Meta-analysis of the Correlation Between Leadership Styles and Teacher Job Satisfaction. Journal of the Knowledge Economy, 1-32.*
36. *Sliwka, A., Klopsch, B., Beigel, J., & Tung, L. (2024). Transformational leadership for deeper learning: shaping innovative school practices for enhanced learning. Journal of Educational Administration, 62(1), 103-121.*
37. *Sumampong, R. V. (2024). The Influence Of Transformational Leadership On Teacher Motivation And Engagement: Proposed TELM Framework. Educational Administration: Theory and Practice, 30(5), 12998-13006.*
38. *Sunaryo, W., Tukiran, M., Yusnita, N., & Wulandari, D. (2021). Develop model of transformational, transactional leadership style, teachers' perception and teachers' satisfaction: Evidence from Indonesian high schools. Psychology and Education, 58(0), 1.*
39. *Sunaengsih, C., Komariah, A., Kurniady, D. A., Suharto, N., Tamam, B., & Julia, J. (2021). Transformational leadership survey. Mimbar Sekolah Dasar, 8(1), 41–54. https://doi.org/10.53400/mimbar-sd.v8i1.30468*
40. *Thneibat, M. M. (2022). The role of performance-based rewards and developmental performance appraisal in promoting innovative work behaviour: The mediating roles of affective commitment and knowledge sharing. Jordan Journal of Business Administration, 18(4).*
41. *Toropova, A., Myrberg, E., & Johansson, S. (2021). Teacher job satisfaction: The importance of school working conditions and teacher characteristics. Educational Review, 73(1), 71–97*
42. *Vorontsova, A. S., & Dakhari, L. (2024). Adapting leadership: a literature review of effective management styles in modern educational settings.*
Wang, X., Yang, L., Chen, K., & Zheng, Y. (2024). Understanding teacher emotional exhaustion: exploring the role of teaching motivation, perceived autonomy, and teacher–student relationships. Frontiers in psychology, 14, 1342598.