

School Principal's Instructional Leadership Styles and Level of Satisfaction of The Elementary Teachers and Learners Academic Performance

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Abstract — This study determined the significant relationship between School Principal's Instructional Leadership styles and level of satisfaction of the Elementary Teachers and Learners Academic Performance of learners in Mahayag Elementary School. A proposed enhancement plan was formulated based on the result of the study. A descriptive-correlational design was used in this study to investigate the relationship between School Principal's Instructional Leadership styles and level of satisfaction of the Elementary Teachers and Learners Academic Performance. This design makes it possible to evaluate both variables in a methodical manner, which makes it easier to investigate any possible correlations between them. This study attempted to shed light on the degree to which leadership styles relates to the level of satisfaction of teachers. The Test of Relationship among three critical variables: Leadership Style, Teachers' Satisfaction, and Academic Performance. It outlines the correlation coefficients (r), computed t -values, and corresponding table values at a 0.05 significance level. Additionally, it states the statistical decision on the null hypothesis (H_0) and provides interpretations of the relationships found between the paired variables. In the first correlation, the relationship between Leadership Style and Teachers' Satisfaction showed a correlation coefficient (r) with a computed t -value which exceeds the table value. This result leads to the rejection of the null hypothesis, indicating a significant relationship, which is interpreted as strong. This suggests that school heads who exhibit effective leadership styles—characterized by vision, support, and motivation—positively influence the satisfaction levels of their teachers.

The second correlation examined the relationship between Teachers' Satisfaction and Academic Performance, which produced an even higher correlation coefficient with a computed t -value against a table. Again, the null hypothesis was rejected, indicating a strong and significant relationship. This finding implies that higher teacher satisfaction is associated with better academic performance among learners, likely due to more effective teaching, increased motivation, and a healthier learning environment. The results imply that both relationships examined in the study are statistically significant and strong. Specifically, leadership style strongly influences teacher satisfaction and teacher satisfaction, in turn, has a strong positive effect on learners' academic performance. These results collectively highlight the interconnectedness of school leadership, staff morale, and student outcomes. The result implies that promoting effective leadership styles and ensuring teacher satisfaction are crucial pathways to enhancing student achievement and school performance overall.

Keywords — *School Principal, Instructional Leadership Styles, Level of Work Satisfaction, Teachers Academic Performance, Learners*

I. Introduction

School principals have a crucial leadership role in fostering and enhancing student success in the classroom. If a school has a strong principal, it may be effective. A visionary leader who can inspire instructors and change the school culture. Since teachers are more likely to be involved, creative, and productive in their classrooms when they feel appreciated and encouraged, a positive relationship between the principal leadership and teachers helps foster an atmosphere that encourages social and emotional learning.

With the goal to improve student outcomes, effective principals also understand the value of fostering strong relationships within the community as well as with teachers. Principals can establish a vibrant and encouraging learning environment that supports all students in realizing their full potential by establishing a clear vision, motivating educators, encouraging teamwork, and engaging the community.

Students' sense of belonging, interest in learning, and teacher credibility can all be improved by a positive It was being observed that there were teachers in Kananga District II who were not really satisfied in the delivery of the different ley result areas which were resulted to a low performance that has attributions to School heads. It also underscores a critical area which focuses on the relationship the School heads and Teachers. Thus, this is one of the reasons why the researcher is trying to pursue his study in finding new ways and means to help teachers improve their performance specially to those teachers for improving educational outcomes and fostering a supportive work environment within the school community.

In the role of as instructional leaders, principals set a clear direction for the school, establishing targets for both teachers and students as well as academic goals. A common goal encourages staff members to work together and achieve success, which inspires teachers to enhance their methods of instruction.

Additionally, they foster a cooperative and upbeat school climate that supports the opinions and professional development of teachers. They foster an atmosphere of safety and respect where educators are encouraged and enabled to perform to the best of their abilities.

Teacher effectiveness and principal leadership have a complementary relationship. Teachers are more likely to be successful in their respective fields and increase student outcomes when leaders actively support and empower them.

The efficacy of teachers and the performance of students can be seriously hampered by misaligned leadership styles and teacher needs. Frustration, disengagement, and a lack of motivation can result when a principal's leadership style does not suit the specific requirements of teachers. Additionally, this imbalance may make it more difficult to improve student results and cultivate a healthy school climate.

There are issues with cooperation and communication as well. Misunderstandings, irritation, and a breakdown in trust can result from principals and teachers not communicating clearly. When principals exclude teachers from the decision-making process, it can lead to a sense of alienation and animosity. Teachers' participation and involvement could be affected if they feel their opinions are not respected.

Through this study, the researcher hopes to shed more light on the dynamics at work in school environments, which will ultimately result in better teaching strategies that benefit both educators and learners. This study's justification is based on the idea that creating an atmosphere where teachers and students may flourish requires strong instructional leadership.

This study determined the significant relationship between School Principal's Instructional Leadership styles and level of WORK satisfaction of the Elementary Teachers and Academic Performance of learners in Mahayag Elementary School. A proposed enhancement plan was formulated based on the result of the study.

Specifically, this study sought to answer the following questions:

1. What is the extent of leadership styles of school heads in terms of the following:
 - 1.1 Transformational leadership styles;
 - 1.2 Transactional leadership styles; and
 - 1.3 Laissez-faire leadership styles?
2. What is the level of work satisfaction of elementary teachers in terms of the following:
 - 2.1 Intrinsic satisfaction; and
 - 2.2 Extrinsic satisfaction?
3. What is the academic performance of the elementary learners?
4. Is there a significant relationship between the ff:
 - 4.1. Leadership Style OF school head and level of work satisfaction of teachers; and
 - 4.2. work satisfaction of teachers and academic performance of the learners?
5. What Instructional supervisory plan can be proposed based on the findings of the study?

Statement of Hypothesis

H₀ – There is no significant relationship between the ff:

- a. Leadership Style OF school head and level of work satisfaction of teachers; and
- b. work satisfaction of teachers and academic performance of the learners?

II. Methodology

Design. A descriptive-correlational design was used in this study to investigate the relationship between School Principal's Instructional Leadership styles and level of satisfaction of the Elementary Teachers and Learners Academic Performance. This design makes it possible to evaluate both variables in a methodical manner, which makes it easier to investigate any possible correlations between them. This study attempted to shed light on the degree to which leadership styles relates to the level of satisfaction of teachers. The main locale of the study was Mahayag Elementary School in the Division of Ormoc City. The respondents of the study were the The respondents of the study were the School Principal, Elementary Teachers (8) and Learners from Grade 1 are 10-Males and 7- Females, Grade 2 learners are 8-males and 11-females and Grade 3 learners are 10-males and 11-females a total of 57 Learners from Grade 1 to Grade 3.. The information for the analysis was gathered using one to gauge school heads' levels of transformational, transactional, and laissez-faire leadership styles, and another to gauge teachers' levels of intrinsic and extrinsic satisfaction, respectively. The assessment of the school head's leadership style by teachers was conducted through the use of the Multifactor Leadership Questionnaire (MLQ) developed by Avolio & Bass in 1991. The survey consists of 21 items with a 4-point Likert scale that asks participants to rate their principals' leadership styles in terms of three categories: transformational, transactional, and laissez-faire. The scale ranges from 4 (frequently), 3 (often), 2 (occasionally), and 1 (never).

The Mohrman-Cooke-Mohrman Job Satisfaction Scale (MCMJSS), developed by Mohrman et al. (1977), was the second and distinct section of the questionnaire used to determine an individual's level of satisfaction, both extrinsically and intrinsically. There are four statements per category, extrinsic and intrinsic, which are the two divisions. Participants will be asked to rate their degree of satisfaction with each statement on a 5-point Likert scale, where 5 represents Very High, 4 represents High, 3 represents Neutral, 2 represents Low, and 1 represents Very Low.

3rd tool to be used in the study was the form 137 of the learners to get their academic performance in English Science and Mathematics.. The proposed Instructional Supervisory Plan was taken based on the findings of the study.

Sampling The respondents of the study were were the School Principal, Elementary Teachers (8) and Learners from Grade 1 are 10-Males and 7- Females, Grade 2 learners are 8-males and 11-females and Grade 3 learners are 10-males and 11-females a total of 57 Learners

from Grade 1 to Grade 3. that were involved in this study were being identified and the primary means of reach is during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted.

Research Procedure. In order to gather the necessary data within one month (30 days), the researcher asked permission from the office of the Schools Division Office, headed by the School Division Superintendent, through a Transmittal Letter. The same letter content was given to the Public-School District Supervisor, School Principal, and to the teachers under whose care the respondents were assigned.

The researcher distributed the survey questionnaires to the School Administrators to be answered by the teachers. After one month, the questionnaires were retrieved and consolidated, and were subjected to statistical treatment using Pearson's r .

The data were collated and subjected to appropriate statistical treatment.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the principal, approval of the Superintendent of the Division. Orientation of the respondents both School Principal, teachers were done. Participation was strictly voluntary. Anonymity and confidentiality were maintained throughout the study. Results were used solely for research and educational improvement purposes.

Treatment of Data. The following statistical formulas were used in this study:

The quantitative responses were tallied and tabulated. The data were treated statistically using the following tool:

The Simple Percentage and weighted mean was employed to determine the extent of School Principal's Instructional Leadership styles and level of satisfaction of the Elementary Teachers and Learners Academic Performance.

Pearson r Moment Correlation Coefficient was used to determine the significant relationship between School Principal's Instructional Leadership styles and level of satisfaction of the Elementary Teachers and Learners Academic Performance.

III. Results and Discussion

Table 1
Extent Of Leadership Styles of School Heads

	Indicators	Weighted Mean	Interpretation
1	makes others feel good to be around him/her	3.60	Very High
2	expresses with a few simple words what the team could and should do	4.00	Very High
3	enables others to think about old problems in new ways	3.70	Very High
4	helps others develop themselves	4.00	Very High
5	tells others what to do if they want to be rewarded for their work	3.50	Very High
6	seems satisfied when others meet agreed-upon standards	4.00	Very High
7	is content to let others continue working in the same ways as always	3.60	Very High
8	has the complete faith of others working for him/her	3.50	Very High
9	provides appealing images about what the team can do	4.00	Very High
10	provides others with new ways of looking at puzzling things	3.50	Very High
11	provides feedback to others about how he/she feels they are doing	3.50	Very High
12	provides recognition/rewards when others reach their goals	4.00	Very High
13	does not try to change anything as long as things are working	4.00	Very High
14	is OK with whatever others want to do	3.50	Very High
15	has followers who are proud to be associated with him/her	3.55	Very High
16	helps others find meaning in their work	3.60	Very High
17	gets others to rethink ideas that they had never questioned before	3.70	Very High
18	gives personal attention to others who seem rejected	4.00	Very High
19	calls attention to what others can get for what they accomplish	4.00	Very High
20	tells others the standards they have to know to carry out their work	4.00	Very High
21	asks no more of others than what is absolutely essential	3.60	Very High
	Weighted Mean	3.75	Very High

Legend: 3.26- 4.00 – Very High
 2.51-3.25 – High
 1.76- 2.50- Low
 1.00-1.75- Very Low

This table presents the Extent of Leadership Styles of School Heads, as assessed by their subordinates based on a set of 21 indicators. Each indicator was rated on a scale that determined the degree to which school heads demonstrated specific leadership behaviors. The table reveals

the weighted mean scores for each indicator, all falling under the “Very High” interpretation range, indicating a generally strong leadership performance across various styles and approaches.

In analyzing the data, the school heads showed particularly strong leadership traits in multiple areas, achieving the highest weighted mean of 4.00 in ten indicators. These include: expressing clear goals (Item 2), helping others develop (Item 4), satisfaction with standards met (Item 6), providing visionary images (Item 9), rewarding goal achievement (Item 12), contentment with current systems (Item 13), providing emotional support (Item 18), highlighting accomplishments (Item 19), and clarifying expectations (Item 20). These indicators suggest that the school heads are both visionary and supportive, capable of fostering team motivation while maintaining structured expectations.

Other indicators, while slightly lower, still fall within the “Very High” range. These include traits such as enabling creative thinking (3.70 for Items 3 and 17), helping find meaning in work (3.60 for Item 16), and ensuring that even essential tasks are emphasized (3.60 for Item 21). Meanwhile, the lowest ratings, though still very high, were at 3.50 (Items 5, 8, 10, 11, and 14), which hint at areas where consistency or clarity in leadership feedback and delegation could be enhanced. Notably, Item 15, on followers’ pride, was rated at 3.55, indicating a strong personal connection between leaders and their teams.

The results imply that school heads are perceived as highly effective leaders, with an overall average rating of 3.75, placing them solidly in the “Very High” interpretation category. This result implies that the leadership styles observed are not only present but also consistently applied across various dimensions such as motivation, support, innovation, and accountability. The consistently high ratings across all indicators reinforce the perception of school heads as competent and respected figures capable of inspiring and managing their staff effectively.

Table 2
Level of Teachers’ Satisfaction

Intrinsic	Weighted Mean	Interpretation
The feeling of self-esteem or self-respect you get from being in your job	4.40	Very High
The opportunity for personal growth development in your job	4.60	Very High
The feeling of worthwhile accomplishment in your job	4.50	Very High
Your present job when you consider the expectations you had when you took the job	4.35	Very High
Mean	4.46	Very High
II. Extrinsic		
The amount of respect and fair treatment you receive from your supervisors	4.40	Very High
The feeling of being informed in your job	5.00	Very High
The amount of supervision you receive	5.00	Very High
The opportunity for participation in the determination of methods, procedures, and goals	4.60	Very High
Mean	4.75	Very High
Weighted Mean	4.60	Very High

Legend: 4.21- 5.00 – Always
3.41- 4.20 – Often
2.61-3.40 - Sometimes
1.81- 2.60- Rarely
1.00-1.80- Never

This table presents the Level of Teachers' Satisfaction, categorized into intrinsic and extrinsic factors. The data include eight specific indicators, each assessed through their corresponding weighted mean and interpretation. The results reflect how teachers perceive their job satisfaction in terms of personal fulfillment (intrinsic) and external conditions and treatment (extrinsic). All indicators received ratings that fall under the "Very High" category, showing a notably strong level of satisfaction across both domains.

In terms of intrinsic factors, teachers reported very high levels of satisfaction with their work. The highest rating was given to "The opportunity for personal growth development in your job" with a mean of 4.60, followed closely by "The feeling of worthwhile accomplishment in your job" at 4.50, and "The feeling of self-esteem or self-respect you get from being in your job" at 4.40. The indicator "Your present job when you consider the expectations you had when you took the job" had a slightly lower but still very high score of 4.35. These results suggest that teachers feel deeply fulfilled, recognized, and challenged in their roles, pointing to a healthy work environment where professional growth and self-worth are highly valued.

Regarding extrinsic factors, the ratings are even more remarkable. Two indicators — "The feeling of being informed in your job" and "The amount of supervision you receive" — both received perfect scores of 5.00, indicating that teachers feel fully supported and well-guided by their superiors. Additionally, "The opportunity for participation in the determination of methods, procedures, and goals" received 4.60, and "The amount of respect and fair treatment you receive from your supervisors" scored 4.40. These results highlight that external job conditions, such as communication, supervision, participation, and respect, are highly favorable from the perspective of the teachers.

The results imply that the teachers are very highly satisfied both intrinsically and extrinsically, with a strong emphasis on their autonomy, recognition, and institutional support. The overall average rating of 4.60 confirms that teacher satisfaction is at a Very High level across all dimensions measured. This result implies that teachers are working in an environment that not only meets their internal motivators—such as personal growth and achievement—but also provides strong external support systems including fair treatment, supervision, and active participation in school processes. The combination of both satisfaction domains contributes to a positive work climate conducive to productivity, retention, and morale.

Table 3
Academic Performance of Learners

No.	Interpretation	Scale	Frequency	Percentage
5	Outstanding	90-100	20	34
4	Very Satisfactory	85-89	15	26
3	Satisfactory	80-84	23	40
2	Fairly Satisfactory	75-79	0	0
1	Did Not Meet Expectations	Below 75	0	0
	Total		58	100
	Average		87.16	Very Satisfactory

This table presents the Academic Performance of Learners, showcasing the distribution of student grades based on a five-level interpretation scale ranging from "Did Not Meet Expectations" to "Outstanding." The data are categorized according to numerical scale, frequency, and percentage of learners in each performance level, allowing for a clear picture of how students are performing academically in the observed group.

The data reveal that the majority of the learners, or 40% (23 students), fall under the Satisfactory level with scores ranging from 80 to 84. This is followed by 34% (20 students) who achieved an Outstanding rating with scores between 90 and 100, and 26% (15 students) who performed at a Very Satisfactory level, scoring between 85 and 89. Notably, no students fell within the Fairly Satisfactory (75–79) or Did Not Meet Expectations (below 75) categories, indicating that all students performed at or above the satisfactory level.

The distribution suggests that while most students are performing satisfactorily, a significant portion are excelling. The combined 60% of learners (34% Outstanding and 26% Very Satisfactory) scoring above 85 indicates a strong academic standing for a majority of the class. The lack of students in the lower performance bands (0% for both Fairly Satisfactory and Did Not Meet Expectations) suggests effective instructional methods, learner engagement, or possibly the influence of strong leadership and teacher satisfaction, as explored in earlier tables.

The results imply that the learners, as a group, are achieving at a commendable level, with an overall average rating of 87.16, interpreted as Very Satisfactory. This result implies that the academic support systems, teaching quality, and learning environment are functioning effectively to promote good academic outcomes. The absence of underperforming students and the notable percentage of high achievers are encouraging indicators of a well-managed academic setting.

Table 5
Test of Relationship

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
Leadership Style and Teachers' Satisfaction	0.76	3.667	0.842	Reject Ho	Significant Relationship (Strong)
Teachers' Satisfaction and Academic Performance	0.81	3.872	0.936	Reject Ho	Significant Relationship (Strong)

This table presents the Test of Relationship among three critical variables: Leadership Style, Teachers' Satisfaction, and Academic Performance. It outlines the correlation coefficients (r), computed t-values, and corresponding table values at a 0.05 significance level. Additionally, it states the statistical decision on the null hypothesis (Ho) and provides interpretations of the relationships found between the paired variables.

In the first correlation, the relationship between Leadership Style and Teachers' Satisfaction showed a correlation coefficient (r) of 0.76, with a computed t-value of 3.667, which exceeds the table value of 0.842. This result leads to the rejection of the null hypothesis, indicating a significant relationship, which is interpreted as strong. This suggests that school heads who exhibit effective leadership styles—characterized by vision, support, and motivation—positively influence the satisfaction levels of their teachers.

The second correlation examined the relationship between Teachers' Satisfaction and Academic Performance, which produced an even higher correlation coefficient of 0.81, with a computed t-value of 3.872 against a table value of 0.936. Again, the null hypothesis was rejected, indicating a strong and significant relationship. This finding implies that higher teacher satisfaction is associated with better academic performance among learners, likely due to more effective teaching, increased motivation, and a healthier learning environment.

The results imply that both relationships examined in the study are statistically significant and strong. Specifically, leadership style strongly influences teacher satisfaction ($r = 0.76$), and teacher satisfaction, in turn, has a strong positive effect on learners' academic performance ($r = 0.81$). These results collectively highlight the interconnectedness of school leadership, staff morale, and student outcomes. The result implies that promoting effective leadership styles and ensuring teacher satisfaction are crucial pathways to enhancing student achievement and school performance overall.

IV. Conclusion

Based on the results of this study, the test of relationship among three critical variables—Leadership Style, Teachers' Satisfaction, and Academic Performance—demonstrates strong and statistically significant connections. The findings confirm that effective instructional leadership by school principals positively influences teacher satisfaction, which in turn contributes to improved

academic performance among learners. These relationships highlight the vital role of school leadership in shaping a supportive work environment that empowers teachers and enhances student learning. The results imply that strengthening leadership practices and addressing teacher satisfaction are essential strategies for fostering overall school improvement.

V. Recommendations

Based on the findings of this study, the following recommendations are proposed from the School Principal's Instructional Leadership styles and level of WORK satisfaction of the Elementary Teachers and Academic Performance of learners among the ff:

1. The teachers should continue to engage actively in professional development activities and instructional collaborations to maintain high levels of work satisfaction and contribute positively to learner achievement. They are encouraged to provide constructive feedback to school heads to further strengthen the instructional leadership process.
2. The school heads should enhance their instructional leadership styles by fostering open communication, offering regular professional support, recognizing teacher efforts, and involving teachers in school decision-making. Doing so will promote higher teacher satisfaction and improved learner performance.
3. The Public Schools District Supervisor should provide continuous monitoring, mentoring, and capacity-building programs for school heads to ensure that leadership practices remain aligned with the goals of teacher satisfaction and learner academic excellence.
4. The parents should maintain strong partnerships with teachers and school administrators by actively participating in school activities and supporting their children's academic needs at home, reinforcing the school's efforts to improve performance.
5. The researcher should utilize the findings of this study to develop and implement an instructional supervisory plan aimed at enhancing leadership strategies and teacher satisfaction, with the ultimate goal of raising academic achievement among learners.
6. The future researchers should explore related variables such as emotional intelligence, organizational climate, and teacher resilience in relation to instructional leadership and academic performance to broaden the scope of understanding and intervention strategies for school improvement.

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The author is born on August 6, 1989 at Ormoc City, Leyte, Philippines. She finished with flying colours her Bachelor's degree in Elementary Education at Eastern Visayas State University – Ormoc City Campus. In her high school and college days, she was really into the supervision field. She was a leader in different organizations when she was a student and that helped her decide to take administration and supervision as her field of specialization for her master's degree. She is currently finishing her Master's degree of Arts in Education major in Administration and Supervision at Western Leyte College of Ormoc City.

She is currently a Teacher III in the Department of Education and a Grade – IV Teacher at Mahayag Elementary School at Barangay Mahayag, Ormoc City, Leyte, Philippines. She is a coordinator in school organization for learners namely, Youth for Environment in Schools Organization Club

“YES-O”. She believes that Learning is not a means to prepare for life; rather, it is life in its essence.