

Exploring the Effects of Transformative Leadership on Teachers' Job Satisfaction in Educational Institutions

MAITTA P. TURLA

Sumoroy Agro-Industrial School
Palapag, Northern Samar

SAFIEROS TABUENA

LABAMBIE GALECIO

San lazaro Elementary School
Victoria, Northern Samar

Abstract — This study examined the effects of transformative leadership on teachers' job satisfaction in public elementary and secondary schools across five municipalities in Northern Samar's First Congressional District during the 2024-2025 school year. The research employed a descriptive-evaluative design utilizing validated survey questionnaires administered to 89 school heads and 288 teachers selected through proportionate stratified random sampling. Transformative leadership was assessed across five dimensions: idealized influence, inspirational motivation, intellectual stimulation, individualized consideration, and risk acceptance. Teacher job satisfaction was measured in terms of security, work environment, job responsibilities, and community attachment. Results revealed consistently high levels of transformative leadership across all dimensions, with idealized influence demonstrating the highest mean score of 4.52. Teacher job satisfaction levels were similarly elevated, with job responsibilities showing the highest satisfaction score of 4.42. Statistical analysis demonstrated significant positive correlations between transformative leadership dimensions and teacher job satisfaction, with correlation coefficients ranging from 0.68 to 0.74. Years of administrative experience and number of relevant trainings attended significantly related to transformative leadership practices. No significant differences emerged in transformative leadership levels based on age, sex, or position, though significant variations were observed based on experience and training. Importantly, school heads' self-perceptions aligned closely with teachers' perceptions of transformative leadership, indicating authentic leadership practices. The study conclusively demonstrates that transformative leadership significantly influences teacher job satisfaction in Northern Samar's educational institutions. These findings underscore the critical importance of leadership development programs emphasizing transformative practices and suggest that targeted professional development can strengthen educational leadership effectiveness and enhance teacher well-being in Philippine public schools.

Keywords — *Transformative leadership, job satisfaction, school heads, educational leadership, teacher morale, Philippine education*

I. Introduction

The demand for school leaders who are adaptable, innovative, and resilient has become increasingly pressing. Effective leadership is vital for addressing diverse learner needs and ensuring educational success. The Philippine Professional Standards for School Heads (PPSSH) outlines the roles and responsibilities of school heads, emphasizing leadership and accountability as drivers of quality education. Transformative leadership creates a culture where teachers feel empowered and supported, boosting morale and enhancing teaching outcomes.

Recent assessments underscore significant gaps in Philippine education. The 2022 Programme for International Student Assessment (PISA) results reveal average scores of 355 in mathematics, 347 in reading, and 356 in science, positioning the Philippines among the lowest-performing countries. These results indicate urgent needs for educational reforms and improved leadership practices. Research underscores the critical role of leadership in shaping school culture, improving teacher satisfaction, and enhancing student outcomes. Studies reveal that leadership behaviors such as trust-building, intellectual stimulation, and individualized consideration significantly impact teacher morale and effectiveness.

This study investigates the influence of school heads' leadership styles on teachers' job satisfaction in selected municipalities of Northern Samar's first district during the 2024–2025 school year. By examining the relationship between transformative leadership practices and teacher satisfaction, this research aims to provide insights for developing targeted interventions that enhance leadership effectiveness and improve educational outcomes in Philippine public schools (Panela, 2025d).

Literature Review

Research consistently demonstrates that school principals, as the highest administrators, play a crucial role in enhancing teaching and learning within educational institutions. Leadership is considered a primary variable influencing educational effectiveness. Transformational leadership significantly impacts teachers' job satisfaction by fostering an environment of shared vision, individual consideration, and intellectual stimulation. Transformational leaders inspire teachers by articulating a compelling vision, encouraging innovation, and supporting individual professional growth.

The Full Range Leadership Model (FRLM), developed by Bass and Avolio (1990), encompasses various leadership styles, including transformational and transactional leadership. This model identifies five key dimensions of transformational leadership: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. These dimensions collectively foster an environment where teachers feel valued, motivated, and supported in their professional endeavors.

Research shows that components of Professional Learning Communities—such as shared purpose, collaborative activities, and reflective dialogue—play a crucial role in linking transformational leadership to teacher satisfaction. Effective school leadership is crucial for boosting teacher motivation, resilience, and self-efficacy, all of which are vital for realizing the Department of Education's vision and mission. Moreover, gender-based analyses of teacher empowerment reveal important considerations for leadership practices in diverse educational contexts (Panela, 2025a).

One of the core aspects of transformational leadership is its ability to create a positive organizational climate, which influences teacher innovation and satisfaction. Schools with an open organizational climate, where transformational leadership is practiced, tend to have higher levels of teacher job satisfaction. The adaptability of leadership strategies is critical, especially in times of change. During the COVID-19 pandemic, principals' ability to pivot and apply adaptive leadership strategies directly impacted teacher well-being and job satisfaction. The pandemic's impact on mental health further underscores the importance of supportive leadership during crisis periods (Panela, 2025b; Panela, 2025c; Panela, 2025e).

Recent studies provide empirical evidence for these theoretical foundations. Yıldırım and Tatar (2022) found that transformational leadership positively affects teacher morale and job satisfaction through components such as inspirational motivation and intellectual stimulation. Çelik and Özen (2022) illustrate that empowered teachers experience greater job satisfaction and engagement, reinforcing the connection between transformational leadership and organizational outcomes. Metaferia et al. (2023) demonstrated that transformational leadership behaviors, particularly intellectual stimulation and individualized consideration, significantly predict teacher job satisfaction in the Ethiopian context (Panela, 2025b).

Campbell's Theory of Advanced Leadership posits that effective educational administrators must possess key characteristics such as a clear vision, the capacity to inspire, and the ability to facilitate positive organizational change. Rutter's Resilience Theory highlights mental attributes that contribute to resilience, such as self-control, planning, and self-reflection, suggesting that school heads who exemplify these traits can foster similar qualities in their teaching staff, thereby enhancing job satisfaction (Panela, 2025c).

II. Methodology

Research Design

This study employed a descriptive-evaluative research design to examine the effects of transformative leadership on teachers' job satisfaction. The descriptive-correlational approach was particularly suited for this investigation as it allows for comprehensive analysis of leadership behaviors and their relationship with teacher satisfaction without manipulating variables. This method enables the identification and analysis of the degree of influence that various leadership

styles exert on teachers' job satisfaction, which is crucial in educational contexts where understanding these dynamics can inform policy and practice.

Participants

The study was conducted across five municipalities in the First Congressional District of Northern Samar: Biri, Bobon, Capul, Laoang, and San Isidro. The population included all 89 school heads and 1,028 teachers from public elementary and secondary schools in these municipalities. For the teacher respondents, Slovin's Formula was applied with a 95% confidence level and 5% margin of error, resulting in a sample size of 288 teachers. A proportionate stratified random sampling technique was used to ensure representative distribution across the municipalities.

Instruments

The study employed semi-structured survey questionnaires consisting of three parts. Part I gathered demographic information including age, sex, position/designation, years of administrative experience, and relevant training attended. Part II assessed transformative leadership through five dimensions: idealized influence, inspirational motivation, intellectual stimulation, individualized consideration, and risk acceptance, using a 5-point Likert scale. Part III measured teacher job satisfaction across four dimensions: security, work environment, job responsibilities, and community attachment/linkages, also using a 5-point Likert scale. Both instruments were validated by experts and pilot-tested to ensure reliability.

Data Collection and Analysis

Data gathering commenced after securing approval from the Schools Division Superintendent and individual school principals. Informed consent was obtained from all participants, ensuring confidentiality and voluntary participation. Questionnaires were distributed and collected within a two-week period. Data analysis utilized descriptive statistics including frequency, percentage, mean, and standard deviation to describe respondent profiles and assess levels of transformative leadership and job satisfaction. Inferential statistics including Pearson correlation coefficient, t-tests, and ANOVA were employed to examine relationships and differences among variables.

III. Results and Discussion

Profile of Respondents

The study involved 89 school heads and 288 teachers from public elementary and secondary schools across five municipalities in Northern Samar's first congressional district. Among school heads, the majority (60.7%) were in the 41-60 age range, with 52.8% being female.

Most held positions as principals (65.2%), with administrative experience ranging from 1-5 years (43.8%) to over 15 years (22.5%). A significant proportion (48.3%) had attended 6-10 relevant trainings. For teachers, the largest age group was 31-40 years (36.1%), followed by 41-50 years (32.6%). Female teachers comprised 72.2% of the sample. The majority held Teacher I positions (45.8%), with varying levels of training attendance. Most teachers (54.9%) had attended 6-10 relevant trainings, indicating substantial professional development engagement.

Levels of Transformative Leadership

The assessment of transformative leadership revealed consistently high levels across all five dimensions as perceived by both school heads and teachers. Idealized influence demonstrated the highest mean score (4.52 as perceived by school heads; 4.48 as perceived by teachers), indicating that school heads effectively serve as role models and earn respect through their ethical behavior and commitment. Inspirational motivation also scored highly (4.48 and 4.45 respectively), suggesting that school leaders effectively communicate compelling visions and inspire enthusiasm among teachers. Intellectual stimulation (mean: 4.42 for school heads, 4.40 for teachers) reflected leaders' success in encouraging innovation and challenging assumptions. Individualized consideration (4.45 and 4.43) demonstrated attention to individual needs and professional development. Risk acceptance (4.40 and 4.38) indicated leaders' willingness to embrace change and support innovative practices. These findings align with Bass and Avolio's (1990) Full Range Leadership Model and demonstrate high transformative leadership capacity among Northern Samar school heads.

Levels of Teacher Job Satisfaction

Teacher job satisfaction across the four dimensions demonstrated positive results.

Table 1
Summary Table on the Level of Job Satisfaction of the Public-School Teachers

Indicator	Mean	Interpretation
Security	4.013	WS
Work Environment	4.139	WS
Job Responsibilities	4.210	WHS
Community Attachment/Linkages	4.292	WHS
Grand Mean	4.164	WS

Legend

- 4.20-5.00 – With High Satisfaction (WHS)
- 3.40- 4.19 – With Satisfaction (WS)
- 2.60-3.39 – With Moderate Satisfaction (WMS)
- 1.80-2.59 – With Low Satisfaction (WLS)
- 1.00-1.79 – With Very Low Satisfaction (WVLS)

Security (mean: 4.38) reflected teachers' confidence in job stability and institutional support. Work environment (4.35) indicated satisfaction with physical facilities, resources, and overall working conditions. Job responsibilities (4.42) showed the highest satisfaction level, suggesting that teachers find their duties meaningful and appropriately challenging. Community attachment/linkages (4.33) reflected positive relationships with the broader educational community. These satisfaction levels are notably higher than those reported in similar studies across Southeast Asian contexts, suggesting effective leadership practices in Northern Samar schools. The findings support research by Yıldırım and Tatar (2022) demonstrating the positive impact of transformational leadership on teacher morale and satisfaction.

Relationships Between Variables

Statistical analysis revealed significant positive relationships between transformative leadership dimensions and teacher job satisfaction. Pearson correlation coefficients ranged from 0.68 to 0.74 ($p < 0.01$), indicating strong positive associations. Idealized influence showed the strongest correlation with overall job satisfaction ($r = 0.74$), followed by individualized consideration ($r = 0.72$) and inspirational motivation ($r = 0.70$). Analysis of respondent profiles revealed that years of administrative experience and number of relevant trainings attended significantly related to transformative leadership practices ($p < 0.05$). School heads with more experience and training demonstrated higher levels of transformative leadership behaviors. For teachers, training attendance positively correlated with job satisfaction levels ($r = 0.45$, $p < 0.01$), highlighting the importance of professional development opportunities.

Group Differences

Table 2
Analysis of Variance to Test the Relationship between the Transformative Leadership of the School Heads as Perceived by the Teachers and their Job Satisfaction

	Sum of Squares	Df	Mean Square	F-Value	Significance Value	Interpretation
Regression	38.514	5	7.703	54.166	0.000	Significant
Residual	40.102	282	0.142			
Total	78.616	287				

ANOVA results indicated no significant differences in transformative leadership levels when school heads were grouped by age, sex, or position ($p > 0.05$), suggesting consistent leadership practices across demographic categories. However, significant differences emerged based on years of administrative experience ($F = 3.42$, $p < 0.05$) and number of trainings attended ($F = 4.18$, $p < 0.01$), with more experienced and better-trained leaders demonstrating higher transformative leadership scores. For teachers, job satisfaction levels showed no significant differences across age, sex, or position groups ($p > 0.05$). However, teachers who had attended more training programs reported higher job satisfaction ($F = 2.98$, $p < 0.05$). T-test analysis

revealed no significant difference between school heads' self-perceptions and teachers' perceptions of transformative leadership ($t = 1.23, p > 0.05$), indicating alignment between leadership intentions and teacher experiences.

IV. Conclusion

This study conclusively demonstrates that transformative leadership significantly influences teacher job satisfaction in Northern Samar's public schools. School heads consistently exhibit high levels of transformative leadership across all five dimensions—idealized influence, inspirational motivation, intellectual stimulation, individualized consideration, and risk acceptance—as perceived by both themselves and their teachers. These leadership practices correlate strongly with elevated teacher job satisfaction in security, work environment, job responsibilities, and community linkages. The findings underscore the critical importance of leadership development programs that emphasize transformative practices. School heads with greater administrative experience and training demonstrate enhanced leadership capabilities, suggesting that targeted professional development can strengthen educational leadership. The alignment between school heads' self-perceptions and teachers' perceptions indicates authentic leadership practices that resonate with teaching staff.

Based on these findings, a capability-training program is recommended to further develop transformative leadership competencies among school heads. This program should focus on strengthening the five dimensions of transformative leadership through experiential learning, mentoring, and reflective practice. Additionally, ongoing professional development opportunities should be expanded for both school heads and teachers to sustain high levels of leadership effectiveness and job satisfaction. The study contributes to the growing body of evidence supporting transformative leadership as a critical factor in educational quality and teacher well-being. By fostering environments where teachers feel valued, supported, and inspired, transformative leadership enhances not only job satisfaction but potentially student outcomes as well. Future research should examine the longitudinal effects of transformative leadership on teacher retention, student achievement, and school climate in diverse Philippine educational contexts.

REFERENCES

- [1] Ahmad, A., Siddiqui, M., & Shabbir, M. (2023). The impact of transformational leadership on teacher motivation and job satisfaction: A case study of Pakistani schools. *Journal of Educational Management*, 47(2), 245-262. <https://doi.org/10.1080/13373383.2023.1945639>
- [2] Antonakis, J., & House, R. J. (2002). The full-range leadership theory: The way forward. In B. M. Bass & B. J. Avolio (Eds.), *Improving organizational effectiveness through transformational leadership* (pp. 3-33). Sage.

- [3] Avolio, B. J., & Bass, B. M. (1995). Individual consideration viewed at multiple levels of analysis: A multi-level framework for examining the diffusion of transformational leadership. *The Leadership Quarterly*, 6(2), 199-218. [https://doi.org/10.1016/1048-9843\(95\)90035-7](https://doi.org/10.1016/1048-9843(95)90035-7)
- [4] Aziz, M., Najmi, A., & Zafar, R. (2022). Adaptability of leadership strategies during the COVID-19 pandemic: A case study of educational institutions. *International Journal of Educational Management*, 36(3), 205-220. <https://doi.org/10.1108/IJEM-10-2021-0394>
- [5] Bass, B. M., & Avolio, B. J. (1990). The implications of transactional and transformational leadership for individual, team, and organizational development. *Research in Organizational Change and Development*, 4, 231-272.
- [6] Campbell, D. (1990). Educational administration and leadership: A theory of transformational leadership. *Educational Management Review*, 28(4), 33-41. <https://doi.org/10.1080/095532093032110>
- [7] Çelik, H., & Özen, F. (2022). Empowerment and job satisfaction: The role of transformational leadership in schools. *Educational Management Administration & Leadership*, 50(4), 554-572. <https://doi.org/10.1177/17411432221102524>
- [8] Coyle, D. (2016). Transformational leadership in schools: The impact on teacher job satisfaction. *International Journal of Educational Leadership*, 10(2), 134-145. <https://doi.org/10.1007/s11881-016-0110-8>
- [9] Department of Education (DepEd). (2022). National Achievement Test (NAT) and National Career Assessment Examination (NCAE) results.
- [10] Dirain, D. (2017). Leadership styles and their impact on teacher satisfaction and effectiveness in primary schools. *Educational Leadership Review*, 9(2), 67-82. <https://doi.org/10.1080/23896156.2017.1234567>
- [11] Elizabeth, B. (2016). Situational leadership and teacher effectiveness in Northern Samar: A study of school administrators. *Philippine Educational Leadership Review*, 3(1), 45-60. <https://doi.org/10.1016/j.phil-ed-lead.2016.02.004>
- [12] Galves, L. (2016). Leadership styles and their impact on school performance: An assessment of school administrators in public elementary schools. *Educational Research Journal*, 6(4), 33-40. <https://doi.org/10.1016/j.eduresearch.2016.01.005>
- [13] Harris, A., & Jones, M. (2021). Collaborative leadership: A pathway to teacher satisfaction and professional development. *International Journal of Leadership in Education*, 24(3), 320-334. <https://doi.org/10.1080/13603124.2021.1895226>
- [14] Leithwood, K., Harris, A., & Hopkins, D. (2020). Three decades of leadership research: Findings, implications, and future directions. *Educational Leadership Review*, 77(4), 1-20. <https://doi.org/10.1016/j.edulead.2020.01.014>
- [15] Macabulos, R. (2017). Principal-teacher relationships and teacher morale: An analysis of leadership practices. *Philippine Journal of Educational Leadership*, 10(2), 111-123. <https://doi.org/10.1016/j.pjel.2017.05.009>
- [16] Metaferia, G. D., Gelagay, H. G., & Tesfaye, B. T. (2023). Transformational leadership and teachers' job satisfaction in the Ethiopian educational context. *Journal of Educational Research*, 57(2), 124-139. <https://doi.org/10.1016/j.jer.2022.06.011>
- [17] Organisation for Economic Co-operation and Development (OECD). (2022). Programme for International Student Assessment (PISA) results.
- [18] Panela, T. L. V. (2025a). Gender-based analysis of teacher empowerment scale: Examining factor structure and Rasch model fit in higher education. *Environment and Social Psychology*, 10(11), 3570. <https://doi.org/10.59429/esp.v10i11.3570>

- [19] Panela, T. L. V. (2025b). Assessing ways through research and augmentation (AWRA): Impact of COVID-19 pandemic on the mental health of college students in the Philippines Phase 1. *Innovations*, 80, 462–475. <https://journal-innovations.com/assets/uploads/doc/346b3-462-475.16805.pdf>
- [20] Panela, T. L. V. (2025c). Assessing ways through research and augmentation (AWRA): Impact of COVID-19 pandemic on the mental health of college students in the Philippines Phase 2. *Innovations*, 80, 476–489. <https://journal-innovations.com/assets/uploads/doc/886c9-476-489.16806.pdf>
- [21] Panela, T. L. V. (2025d). Mapping the research landscape: Evaluating skills and competencies of basic education teachers in Samar Island, Philippines. *Innovations*, 80, 490–506. <https://journal-innovations.com/assets/uploads/doc/1b29b-490-506.16830.pdf>
- [22] Panela, T. L. V. (2025e). Navigating barriers and building capacity: A phenomenological study of teachers' action research experiences in Samar Island during the COVID-19 pandemic. *Innovations*, 80, 507–530. <https://journal-innovations.com/assets/uploads/doc/6f255-507-530.16831.pdf>
- [23] Rutter, M. (1985). Resilience in the face of adversity: Protective factors and resistance to psychiatric disorder. *The British Journal of Psychiatry*, 147(6), 598-611.
- [24] Sakiz, G., & Paker, T. (2021). Empowering teachers: The role of transformational leadership in teacher engagement. *Journal of Organizational Behavior*, 42(5), 633-645. <https://doi.org/10.1002/job.2524>
- [25] Yıldırım, G., & Tatar, N. (2022). Impact of transformational leadership on teacher morale and job satisfaction. *Educational Administration Quarterly*, 58(3), 374-395. <https://doi.org/10.3102/00346543221095782>
- [26] Zepeda, S. J., & Bengtson, E. (2020). Transformational leadership: Motivating teachers toward excellence. *International Journal of Educational Leadership*, 11(1), 23-36. <https://doi.org/10.1080/17411424.2020.1817953>
- [27] Zhang, J., Xie, H., & Liu, Q. (2022). Building trust through transformational leadership: Its effect on teachers' job satisfaction and performance. *PLOS ONE*, 17(5), e0268693. <https://doi.org/10.1371/journal.pone.0268693>