



# RELATIONSHIP OF SCHOOL ADMINISTRATORS' LEADERSHIP AND SCHOOL CULTURE TO TEACHERS' JOB SATISFACTION

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## ABSTRACT

*This study aimed to determine the relationship between the administrators' leadership and school culture to teachers' job satisfaction. The study described the leadership style of school administrators it also illustrated the level of administrators' school culture and the level of teachers' job satisfaction. More importantly, it correlated the school administrators' leadership style and school culture to teachers' job satisfaction.*

*The study used descriptive correlational design. The focus of the study was 30 School Administrators and 135 teachers from private schools in Canlubang, Calamba City, Laguna. Specifically*

*Based on the findings, the study implied that the relationship between school administrators' leadership styles and teachers' job satisfaction was complex and context-dependent. And on the other hand, it implied that as school administrators' role in the school culture in terms of affiliative collegiality increases, there was a greater increase in the teachers' job satisfaction in terms of relationship with superiors and colleagues. It also suggested the importance of school administrators' role in shaping school culture, particularly in fostering affiliative collegiality among staff members. The moderately positive significant relationship between administrators' promotion of affiliative collegiality and teachers' job satisfaction, specifically in terms of relationships with superiors and colleagues, underscored the importance of cultivating a positive work environment characterized by trust, collaboration, and mutual support.*

*It was concluded that as school administrators' leadership style increases, there was no increase/decrease in the teachers' job satisfaction, this led to the acceptance of the null hypothesis. It implied that regardless of how administrators led the school, whether it be through an authoritarian, democratic, transformational, or other leadership style, it did not have a measurable impact on teachers' job satisfaction. It was concluded that only one variable in school administrators' role in the school culture was observed that had significant effect on the teachers' job satisfaction, it showed that as in terms of affiliative collegiality increased, there was a greater increase in the teachers' job satisfaction in terms of relationship with superiors and colleagues. It's essential to consider the limitations of the study and the specific context in which the findings were obtained. Factors such as the size and demographics of the school, the leadership practices of administrators, and the measures used to assess affiliative collegiality and job satisfaction may impact the generalizability of the findings. The findings led to the acceptance of the null hypothesis.*

*Among the recommendations were that the school leaders may choose among the leadership styles which was appropriate to their context and may be beneficial among their teachers and learners for them to perform better. School leaders should offer a capacity building or program that may enhance more the school culture being practice in their institution. Teachers should prioritize the enhancement of the mentioned variables in terms of their job satisfaction for their own good. Likewise, they may propose a program to help them better*

**KEYWORDS:** administrators' leadership; school culture; teachers' job satisfaction

## 1. INTRODUCTION

A school's performance was heavily influenced by the administrators leadership and school culture. This excellence was attributable to the teachers who set the standard in the classroom. Generally, high-quality teachers were the product of a comprehensive and intensive education during their teacher training, which enabled them to develop excellent personalities and knowledge of all subject matter within their areas of specialization (Hamidah Yusof, 2014).

Job satisfaction significantly affected the school's total commitment and output. Their enjoyment of their work strengthened the teachers' commitment to the organization. Teachers that were content with their jobs were committed to remaining with the organization. Employers were happier in

their positions the more their engagement and commitment to the organization. Student performance was influenced by job satisfaction, so educational growth must raise these two standards. Consequently, teachers' job satisfaction or enjoyment affected the school's success.

A school's performance was heavily influenced by teacher leadership and school culture. This excellence was attributable to the teachers who set the standard in the classroom. Generally, high-quality teachers were the product of a comprehensive and intensive education during their teacher training, which enabled them to develop excellent personalities and knowledge of all subject matter within their areas of specialization (Hamidah Yusof et al., 2014).



Job satisfaction significantly impacted the school's total commitment and output. Their enjoyment of their work strengthened the teachers' commitment to the organization. Teachers that were content with their jobs were committed to remaining with the organization. Employers were happier in their positions the more their engagement and commitment to the organization. Student performance was influenced by job satisfaction, so educational growth must raise these two standards. Consequently, instructors' job satisfaction or enjoyment affects the school's success.

Culture significantly impacted the collective decisions and actions of members of an organization and individual pupils. In addition, the school's culture promotes order and decreases staff anxiety and discontent (Belias and Koustelios, 2014). 2014 (Belias and Koustelios) (Belias and Koustelios). Inadequate management of the school's culture impacted the severity of social problems, the academic progress of pupils, and their safety. If the school's culture was to stay positive, it must be consistently upheld. If the school's culture deteriorates, school leadership must make adjustments (Taahyadin and Daud,2018).

A highly satisfied teacher gave their best to nurture the learners' minds. Teachers' job satisfaction was associated with school administrators' leadership concerning school culture.

### 1.1 Statement of the Problem

Specifically, the study sought answers to the following research questions:

1. What is the level leadership style of the school administrators with regards to:
  - 1.1 Servant Leadership;
  - 1.2 Transactional Leadership;
  - 1.3 Transformational Leadership;
  - 1.4 Visionary leadership; and
  - 1.5 Democratic Leadership?
2. What is the level of School Administrators' School Culture in terms of:
  - 2.1. Professional Collaboration;
  - 2.2. Affiliative Collegiality; and
  - 2.3. Continuous Improvement and Lifelong Learning?
3. What is the level of teachers' job satisfaction in terms of:
  - 3.1. Security;
  - 3.2 Work Environment;
  - 3.3 Work-life balance; and
  - 3.4 Relationship with Superiors and Colleagues?
4. Is there a significant relationship between School Administrators' Leadership style, to teachers' job satisfaction?
5. Is there a significant relationship between School Culture in Teachers' Job Satisfaction?

## 2. METHODOLOGY

To get a significant result, a certain method and design was used in doing the study. In this study, the correlational was utilized

in this study where the major objective was to identify the relationship between school administrators' leadership and school culture to teachers' job satisfaction.

Shona McCombes (2019) said that the correlational research aimed to accurately and systematically describe groups of people, situations, or things. One can answer questions like what, where, when, and how, but not why. Several different descriptive research methods can be used to examine one or more variables. In observational research, on the other hand, the researcher did not control or change any of the variables. Instead, they watch and measure them. A descriptive study design was a type of scientific research that involved watching how people act and describing it in words without changing it. The researcher used random sampling. Thomas (2019) said that a simple random sample was a part of a population picked randomly. Using this method, every person in the population had the same chance of being chosen.

## 3. RESULTS AND DISCUSSION

This chapter showed the presentation, analyses, and interpretation of the data tabulated and gathered.

The main goal of this research was to analyze the level of the leadership style of the school administrators on how it affected to the teachers job satisfaction. It also assessed the level of school administrators in terms of th school culture. Next was to assess the level of teachers' job satisfaction. More importantly was to analyze the relationship between school administrators' leadership to teachers' job satisfaction and school culture to teachers' job satisfaction. It comprehended how various facets of school culture and leadership affect teachers' satisfaction with their work, which was a crucial factor in determining organizational performance and teacher retention. It sought to provide practical insights to guide leadership practices, organizational policies, and professional development programs in schools by investigating the complex relationships among job satisfaction indicators, school culture characteristics, and leadership styles. The exploration of these interrelated variables provided valuable insights into the complex dynamics within educational institutions and their impact on the well-being and effectiveness of teachers. The researcher hoped to add to the increasing body of information about the dynamics of school leadership, culture, and teacher job satisfaction by using this thorough approach to data presentation, analysis, and interpretation. This study aimed to inform evidence-based practices and policies targeted at improving the quality of educational experiences and outcomes for both teachers and students. The researcher did this by generating new paths for investigation and by revealing practical insights.

### Level Leadership Style

The level leadership style of the school administrators with regards to servant leadership, transactional leadership, transformational leadership, visionary leadership and democratic leadership, was treated statistically using mean and standard deviation.



**Table 1. Level of Leadership Style in Terms of the School Administrators with Regards to Servant Leadership**

<i>I, as a school administrator ...</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>...pay attention to what is being said by the teachers and co-administrators, the actual meaning being conveyed by the words, and the feelings being exchanged.</i>	3.07	0.83	Agree
<i>...lead from a value-based, principle-centered position of moral authority.</i>	2.80	0.76	Agree
<i>...understand personal biases and set them aside for the benefit of the team.</i>	3.00	0.83	Agree
<i>...persuade and influence the team to convince them rather than coerce them.</i>	2.90	0.88	Agree
<i>...have faith in the worth of people and help their team to see teachers own potential.</i>	3.17	0.91	Agree
<i>Weighted Mean</i>	2.99		
<i>SD</i>	0.84		
<i>Verbal Interpretation</i>	High		

Table 1 showed the level leadership style of the school administrators with regards to servant leadership. Also showed the statements, mean, standard deviation and remarks. From the statements above, “...have faith in the worth of people and help their team to see teachers own potential.” yielded the highest mean score ( $M=3.17, SD=0.91$ ) and was remarked as Agree. On the other hand, the statement “...lead from a value-based, principle-centered position of moral authority” received the lowest mean score of responses with ( $M=2.80, SD=0.76$ ) yet was also remarked Agree.

The level leadership style of the school administrators with regards to servant leadership attained a weighted mean score of 2.99 and a standard deviation of 0.84, verbally interpreted as high among the respondents.

This implied that the high level of servant leadership in school administrators, when combined with the level leadership style, can create a positive and inclusive environment that fosters the growth and success of both teachers and students. By verbally interpreting this approach as emphasizing empathy, trust, collaboration, empowerment, and continuous learning, school leaders can effectively serve their communities and make a lasting, positive impact on education.

**Table 2. Level Leadership Style in Terms of the School Administrators with Regards to Transactional Leadership**

<i>I, as a school administrator ...</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>...focus on short term goals.</i>	3.03	1.03	Strongly Agree
<i>...impose my own orders and instructions on the employees.</i>	2.93	0.74	Strongly Agree
<i>...oppose changes and less prioritize creativity and innovation.</i>	2.67	0.84	Strongly Agree
<i>...take for granted the empowerment of the employees.</i>	2.77	0.90	Strongly Agree
<i>...enjoy efficiency</i>	2.93	0.78	Strongly Agree
<i>Weighted Mean</i>	2.87		
<i>SD</i>	0.86		
<i>Verbal Interpretation</i>	High		

Table 2 showed the level leadership style of the school administrators with regards to transactional leadership. Also showed the statements, mean, standard deviation and remarks.

“...oppose changes and less prioritize creativity and innovation” received the lowest mean score of responses with ( $M=2.67, SD=0.84$ ) yet was also remarked Strongly Agree.

From the statements above, “...focus on short term goals.” yielded the highest mean score ( $M=3.03, SD=1.03$ ) and was remarked as Strongly Agree. On the other hand, the statement

The level leadership style of the school administrators with regards to transactional leadership attained a weighted mean score of 2.87 and a standard deviation of 0.86, verbally



interpreted as high among the respondents.

This interpretation suggested that, based on the weighted mean score, transactional leadership was perceived to be high among the respondents. In other words, respondents generally believe that school administrators demonstrate a considerable emphasis on transactional leadership practices, such as setting clear expectations, providing rewards for performance, and administering consequences for non-compliance. This meant that school leadership focusing on transactional leadership putting emphasis on the value of structure, organization, supervision, output, and performance may achieve the goals set by the group. This type of leadership included motivation coming from the administrator which was a way to perform well to receive benefits and incentives. With this approach it can be realized that the school leaders can provided a better

avenue and workplace for their teachers and learners.

The level of leadership style of the school administrators with regards to transactional leadership attained a weighted mean score of 2.87 and a standard deviation of 0.86, verbally interpreted as high among the respondents.

By offering rewards for desired behavior and sanctions for deviations, transactional leaders created a structured and predictable work environment that prioritizes efficiency, accountability, and performance. This emphasis on order and control aligns with the perceptions of respondents in the study, who perceived transactional leadership as prevalent among school administrators. When there is a significant effort given to the employees it also give way to work well.

**Table 3. Level Leadership Style in Terms of the School Administrators with Regards to Transformational Leadership**

<i>I, as a school administrator ...</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>...encourage innovative thinking by emphasizing new experiences and growth opportunities.</i>	3.27	0.69	Strongly Agree
<i>...build positive relationships by mentoring employees and helping each person understand their value and potential.</i>	3.03	0.89	Agree
<i>...model a vision for the organization, the team and for employees to emulate and make their own.</i>	3.07	0.78	Agree
<i>...model expectations and actions for employees, earning their trust and respect.</i>	3.03	0.85	Agree
<i>...hear ideas with an open mind and respond without judgment or finality.</i>	3.10	0.84	Agree
<i>Weighted Mean</i>	<i>3.10</i>		
<i>SD</i>	<i>0.81</i>		
<i>Verbal Interpretation</i>	<i>High</i>		

Table 3 showed the level leadership style of the school administrators with regards to transformational leadership. Also showed the statements, mean, standard deviation and remarks.

From the statements above, “...encourage innovative thinking by emphasizing new experiences and growth opportunities.” yielded the highest mean score ( $M=3.27$ ,  $SD=0.69$ ) and was remarked as Strongly Agree. On the other hand, the statement “...build positive relationships by mentoring employees and helping each person understand their value and potential” received the lowest mean score of responses with ( $M=3.03$ ,  $SD=0.89$ ) yet was also remarked Agree.

The level leadership style of the school administrators with regard to transformational leadership attained a weighted mean score of 3.10 and a standard deviation of 0.81, verbally

interpreted as high among the respondents. The high-level transformational style of the school administrators proved that innovation and technological trends were being practiced by the school leaders. This strategy was a good manifestation that employees were allowed greater freedom to be imaginative, forward-thinking, and innovative in solving challenges. With this kind of leadership being practiced at school, teachers and leaders promote one another’s morality and motivation. Furthermore, by prioritizing ethical principles and fostering a sense of shared purpose, the administrators created a cohesive and values-driven environment where integrity, compassion, and empathy guide interactions and decision-making processes. This ethical framework not only strengthens trust and cohesion within the school community but also served as a foundation for meaningful and impactful educational experiences for students.


**Table 4. Level Leadership Style in Terms of the School Administrators with Regards to Visionary Leadership**

<i>I, as a school administrator ...</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>...try new ideas, activities, or processes to find unique opportunities with the ability to remain focused.</i>	2.87	0.97	Agree
<i>...am ready to challenge existing policies and institutions, even those that have been around for years or decades</i>	3.17	0.91	Agree
<i>...share strategies or how to develop actionable plans with team to help motivate them to reach their goals.</i>	3.10	0.84	Agree
<i>...take risks because they understand the challenges that may accompany change.</i>	2.93	0.74	Agree
<i>...help inspire others to enhance their focus, and suggest eliminating distractions, taking breaks in between tasks, or prioritizing important tasks.</i>	3.10	0.76	Agree
<i>Weighted Mean</i>	<i>3.03</i>		
<i>SD</i>	<i>0.85</i>		
<i>Verbal Interpretation</i>	<i>High</i>		

Table 4 showed the level leadership style of the school administrators with regards to Visionary leadership. Also showed the statements, mean, standard deviation and remarks.

From the statements above, “...help inspire others to enhance their focus, and suggest eliminating distractions, taking breaks in between tasks, or prioritizing important tasks.” yielded the highest mean score ( $M=3.10$ ,  $SD=0.76$ ) and was remarked as Agree. On the other hand, the statement “...try new ideas, activities, or processes to find unique opportunities with the ability to remain focused” received the lowest mean score of responses with ( $M=2.87$ ,  $SD=0.97$ ) yet was also remarked Agree.

The level leadership style of the school administrators with regard to Visionary leadership attained a weighted mean score of 3.03 and a standard deviation of 0.85, verbally interpreted as

high among the respondents.

This implied that the high level of visionary leadership had a good effect on the leadership style of the school leader since this type of leadership inspired a culture of cooperation and teamwork among the team by sharing their clear vision of the future. Such paved the way for the entire team to achieve challenging objectives, moreover, with creativity and meticulous planning, success was attainable.

In essence, Meade's perspective underscores the importance of vision as the cornerstone of visionary leadership. By articulating a clear and compelling vision, communicating it effectively, setting strategic goals, and actively engaging stakeholders, visionary leaders inspired collective action towards a shared future of growth, innovation, and positive impact.

**Table 5. Level Leadership Style in Terms of the School Administrators with Regards to Democratic Leadership**

<i>I, as a school administrator ...</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>...welcome and value others' input, rely heavily on team participation, and facilitate discussions that enable multiple members of their group to weigh in on decisions.</i>	2.87	0.78	Strongly Agree
<i>...seek to get a wide range of perspectives and value the free flow of ideas. Innovation and creativity are usually prioritized.</i>	3.03	0.76	Strongly Agree
<i>...ask for feedback and appreciate the opinions of others.</i>	3.03	0.81	Strongly Agree
<i>...delegate decisions to their team or trust them to take charge in certain situations.</i>	3.00	0.79	Strongly Agree
<i>...establish a strong sense of trust, which strengthens the overall culture.</i>	3.10	0.92	Strongly Agree
<i>Weighted Mean</i>	<i>3.01</i>		
<i>SD</i>	<i>0.81</i>		
<i>Verbal Interpretation</i>	<i>High</i>		



Table 5 showed the level leadership style of the school administrators with regards to democratic leadership. Also showed the statements, mean, standard deviation and remarks.

From the statements above, “...establish a strong sense of trust, which strengthens the overall culture.” yielded the highest mean score ( $M=3.10$ ,  $SD=0.92$ ) and was remarked as Strongly Agree. On the other hand, the statement “...welcome and value others’ input, rely heavily on team participation, and facilitate discussions that enable multiple members of their group to weigh in on decisions.” received the lowest mean score of responses with ( $M=2.87$ ,  $SD=0.78$ ) yet was also remarked Strongly Agree.

The level leadership style of the school administrators with regards to democratic leadership attained a weighted mean score of 3.01 and a standard deviation of 0.81, verbally interpreted as high among the respondents.

This implied that the high level of democratic leadership of the school leaders combined with group equality and the free exchange of ideas was a proof that the workplace was good, and everyone was given a chance for open communication, promotes discussion and gave everyone the chance to contribute. Even though this method emphasized group equality and free exchange of ideas, the democratic leader remains in place to provide direction and control. The democratic leader was also in charge of selecting group members and determining who can participate in decision-making.

**Level of School Culture**

The level of School Culture in terms of professional collaboration, affiliative collegiality and continuous improvement and lifelong learning, was treated statistically using mean and standard deviation.

**Table 6. Level of School Culture in Terms of Professional Collaboration**

<i>In our school, we...</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>...focus on a shared goal, where the student and the student’s education are the priority.</i>	3.07	0.83	Agree
<i>...acknowledge the professional expertise and competence of all.</i>	2.97	0.81	Agree
<i>...are underpinned by positive relationships built on respect, reciprocity, and effective communication</i>	2.80	0.71	Agree
<i>...share weaknesses and together we overcome them.</i>	3.00	0.87	Agree
<i>...work and exert effort together in fulfilling common goals.</i>	3.27	0.83	Strongly Agree
<i>Weighted Mean</i>	3.02		
<i>SD</i>	0.81		
<i>Verbal Interpretation</i>	High		

Table 6 showed the level of school culture of the school administrators with regards to professional collaboration. Also showed the statements, mean, standard deviation and remarks.

From the statements above, “...work and exert effort together in fulfilling common goals.” yielded the highest mean score ( $M=3.27$ ,  $SD=0.83$ ) and was remarked as Strongly Agree. On the other hand, the statement “...are underpinned by positive relationships built on respect, reciprocity, and effective communication.” received the lowest mean score of responses with ( $M=2.80$ ,  $SD=0.71$ ) yet was also remarked Agree.

The level of school culture of the school administrators with regards to professional collaboration attained a weighted mean score of 3.02 and a standard deviation of 0.81, verbally interpreted as high among the respondents.

The high level of school culture of the school administrators in

terms of professional collaboration had a significant impact as regards to the operation of the school. The enhancement of the employees’ skills through collaboration was a manifestation that teachers and other employees were in good working relationships, and this will lead to better school performance. Through collaborative efforts, employees were able to leverage their diverse skills, experiences, and perspectives to address complex challenges and capitalize on opportunities for growth and improvement. This collaborative ethos not only enhances individual skill sets but also cultivates a sense of camaraderie and shared ownership among staff members. Furthermore, the establishment of strong working relationships among teachers and other employees was a testament to the positive school culture fostered by the administrators. These relationships were characterized by trust, mutual respect, and open communication, laying the foundation for effective teamwork and collaboration.



**Table 7. Level of School Culture in Terms of Affiliative Collegiality**

<i>In our school, we...</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>...sustain positive workplace that is beneficial to all.</i>	3.17	0.79	Agree
<i>...commit to productive school that lead to school's progress.</i>	2.93	0.94	Agree
<i>...possess cooperative relationship to one another.</i>	3.07	0.91	Agree
<i>...understand individual differences and own perspectives.</i>	3.10	0.88	Agree
<i>...have strong camaraderie and genuine relationship exists.</i>	3.03	0.85	Agree
<i>Weighted Mean</i>	<i>3.06</i>		
<i>SD</i>	<i>0.88</i>		
<i>Verbal Interpretation</i>	<i>High</i>		

Table 7 showed the level of school culture of the school administrators with regards to Affiliative Collegiality. Also showed the statements, mean, standard deviation and remarks

From the statements above, “...sustain positive workplace that is beneficial to all.” yielded the highest mean score ( $M=3.17$ ,  $SD=0.79$ ) and was remarked as Agree. On the other hand, the statement “...commit to productive school that lead to school's progress.” received the lowest mean score of responses with ( $M=2.93$ ,  $SD=0.94$ ) yet was also remarked Agree.

The level of school culture of the school administrators with regards to affiliative collegiality attained a weighted mean score of 3.06 and a standard deviation of 0.88, verbally interpreted as high among the respondents.

The high level of school culture as regards affiliative collegiality can be perceived as an effective way of proving teachers a better workplace since employees showed cooperation, commitment, and camaraderie. With this relationship, then school success was possible.

**Table 8. Level of School Culture in Terms of Continuous Improvement and Lifelong Learning**

<i>In our school, we...</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>...believe that there is always a room for improvement.</i>	2.97	0.76	Agree
<i>...help facilitate the learning of all within the school.</i>	3.13	0.86	Agree
<i>...enable individuals to achieve ever varying degrees of personal and professional maturity.</i>	2.93	0.74	Agree
<i>...learn and grow professionally together.</i>	2.97	0.89	Agree
<i>overcome defeat and appreciate and ...celebrate achievements (whether big or small).</i>	3.03	0.93	Agree
<i>Weighted Mean</i>	<i>3.01</i>		
<i>SD</i>	<i>0.84</i>		
<i>Verbal Interpretation</i>	<i>High</i>		

Table 8 showed the level of school culture of the school administrators with regards to Continuous Improvement and Lifelong Learning. Also showed the statements, mean, standard deviation and remarks.

From the statements above, “...celebrate achievements (whether big or small).” yielded the highest mean score ( $M=3.03$ ,  $SD=0.93$ ) and was remarked as Agree. On the other hand, the statement “...enable individuals to achieve ever varying degrees of personal and professional maturity.” received the lowest mean score of responses with ( $M=2.93$ ,  $SD=0.74$ ) yet was also remarked Agree.

The level of school culture of the school administrators with regards to Continuous Improvement and Lifelong Learning

attained a weighted mean score of 3.01 and a standard deviation of 0.84, verbally interpreted as high among the respondents.

The high level of school culture of the school leaders as regards continuous improvement and lifelong learning meant that school excels in terms of personal and professional growth among teachers since school leaders and teachers were open to improvement and change.

**Level of Teachers' Job Satisfaction**

The level of teachers' job satisfaction in terms of security, work environment, work-life balance and relationship with superiors and colleagues, was treated statistically using mean and standard deviation.



**Table 9. Level of Teachers' Job Satisfaction in Terms of Security**

STATEMENTS...	MEAN	SD	REMARKS
<i>My compensation is appropriate to my tasks and assignments as a teacher.</i>	3.01	0.86	Agree
<i>I experience receiving rewards and merits for a job well done.</i>	3.01	0.83	Agree
<i>There is an opportunity for promotion.</i>	3.09	0.85	Agree
<i>I have stable job even in the event of crisis.</i>	2.99	0.84	Agree
<i>I am afraid of losing my teaching job.</i>	2.91	0.85	Agree
<i>Weighted Mean</i>	<i>3.00</i>		
<i>SD</i>	<i>0.85</i>		
<i>Verbal Interpretation</i>	<i>High</i>		

Table 9 showed the level of teachers' job satisfaction with regards to security. Also showed the statements, mean, standard deviation and remarks. From the statements above, "There is an opportunity for promotion." yielded the highest mean score ( $M=3.09$ ,  $SD=0.85$ ) and was remarked as Agree. On the other hand, the statement "I am afraid of losing my teaching job." received the lowest mean score of responses with ( $M=2.91$ ,  $SD=0.85$ ) yet was also remarked Agree. The level of teachers' job satisfaction with regards to security attained a weighted mean score of 3.00 and a standard deviation of 0.85, verbally interpreted as high among the respondents.

The high level of teachers' job satisfaction in terms of security meant that teacher respondents were agree and satisfied with the compensation, benefits, and opportunity that they have in their workplace. This further may served as their motivation to be contented and satisfied with what they received and likewise

be more motivated with their chosen career.

Engaged employees are more committed, innovative, and customer-focused, leading to enhanced productivity, customer satisfaction, and ultimately, financial performance. By prioritizing factors such as respect, safety, and job security, organizations can create an environment conducive to employee engagement, thereby unlocking the potential for sustained success and growth.

In summary, Miles's affirmation underscored the importance of creating a workplace culture that prioritizes respect, safety, and job security as essential drivers of employee engagement. By investing in these areas, organizations can cultivate a motivated and committed workforce, leading to improved retention rates, higher performance, and greater success in achieving organizational objectives.

**Table 10. Level of Teachers' Job Satisfaction in Terms of Work Environment**

STATEMENTS...	MEAN	SD	REMARKS
<i>I work for eight hours a day only and extend if there is a need.</i>	2.93	0.86	Agree
<i>The tasks and assignments given to me are manageable.</i>	2.91	0.75	Agree
<i>The administration provides equal opportunities to all.</i>	2.99	0.87	Agree
<i>The workplace is free from physical and emotional harm.</i>	3.00	0.83	Agree
<i>Conflict resolution is very evident in our organization.</i>	3.04	0.89	Agree
<i>Weighted Mean</i>	<i>2.97</i>		
<i>SD</i>	<i>0.84</i>		
<i>Verbal Interpretation</i>	<i>High</i>		

Table 10 showed the level of teachers' job satisfaction with regards to work environment. Also showed the statements, mean, standard deviation and remarks.

From the statements above, "Conflict resolution is very evident in our organization." yielded the highest mean score ( $M=3.04$ ,  $SD=0.89$ ) and was remarked as Agree. On the other hand, the statement "The tasks and assignments given to me are manageable." received the lowest mean score of responses with ( $M=2.91$ ,  $SD=0.75$ ) yet was also remarked Agree. The

level of teachers' job satisfaction with regards to work environment attained a weighted mean score of 2.97 and a standard deviation of 0.84, verbally interpreted as high among the respondents. The analysis of the survey responses reveals important insights into teachers' perceptions of their work environment and job satisfaction. Conversely, the statement "The tasks and assignments given to me are manageable" had the lowest mean score of 2.91 and a standard deviation of 0.75. Despite being the lowest, this score still falls within the "Agree" range, suggesting that teachers find their tasks and assignments



manageable, although less so compared to their views on conflict resolution.

**Table 11. Level of Teachers' Job Satisfaction in Terms of Work-Life Balance**

STATEMENTS...	MEAN	SD	REMARKS
<i>It is evident that we can establish a clear separation between our work and personal life.</i>	2.96	0.82	Agree
<i>We prioritize tasks and set realistic goals to be more productive at work and more relaxed during personal hours.</i>	3.02	0.87	Agree
<i>Incorporating self-care routines into daily life will be possible.</i>	2.99	0.86	Agree
<i>Flexible work arrangement is implemented if there is a need.</i>	3.07	0.84	Agree
<i>No matter how busy, taking a break is considered.</i>	2.92	0.85	Agree
Weighted Mean	2.99		
SD	0.85		
Verbal Interpretation	High		

Table 11 showed the level of teachers' job satisfaction with regards to work-life balance. Also showed the statements, mean, standard deviation and remarks.

From the statements above, "Flexible work arrangement is implemented if there is a need." yielded the highest mean score ( $M=3.07$ ,  $SD=0.84$ ) and was remarked as Agree. On the other hand, the statement "No matter how busy, taking a break is considered." received the lowest mean score of responses with ( $M=2.92$ ,  $SD=0.85$ ) yet was also remarked Agree.

The level of teachers' job satisfaction with regards to work-life balance attained a weighted mean score of 2.99 and a standard deviation of 0.85, verbally interpreted as high among the respondents.

The high level of teachers' job performance satisfaction in terms of work-life balance meant that teachers can put boundary between their personal lives and their professional lives. This manifests as well that they can manage their time well and they can manage their emotional and physical well-being. This was good practice was beneficial to teachers so they cannot sacrifice their family time.

**Table 12. Level of Teachers' Job Satisfaction in Terms of Relationship with Superiors and Colleagues**

STATEMENTS...	MEAN	SD	REMARKS
<i>There is camaraderie between and among the employees.</i>	2.95	0.81	Agree
<i>Empathy is being felt both from superiors and colleagues.</i>	3.12	0.81	Agree
<i>Engagement and commitment are observed among the employees.</i>	2.92	0.77	Agree
<i>Communication is open and everyone has genuine concern for all.</i>	2.91	0.83	Agree
<i>Feedback mechanism (constructive) is very evident.</i>	2.98	0.82	Agree
Weighted Mean	2.97		
SD	0.81		
Verbal Interpretation	High		

Table 12 showed the level of teachers' job satisfaction with regards to relationship with superiors and colleagues. Also showed the statements, mean, standard deviation and remarks.

From the statements above, "Empathy is being felt both from superiors and colleagues." yielded the highest mean score ( $M=3.12$ ,  $SD=0.81$ ) and was remarked as Agree. On the other hand, the statement "Communication is open and everyone has genuine concern for all." received the lowest mean score of responses with ( $M=2.91$ ,  $SD=0.83$ ) yet was also remarked Agree.

The level of teachers' job satisfaction with regard to relationship with superiors and colleagues attained a weighted mean score of 2.97 and a standard deviation of 0.81, verbally interpreted as high among the respondents.

The high level of teachers' job satisfaction with regards to relationship with superiors and colleagues manifests that teachers were satisfied and happy with the treatment that they receive particularly from their school leaders and colleagues. Good connections among the members of the team were important. Anyone who had worked in an institution should understand the importance of having good work connections. Team members who did not develop trust will struggle to contribute. Everyone suffered at work, and disagreements had a negative impact on team culture. It could even permeated the corporate culture, jeopardizing one employer's continued existence. Furthermore, the strong connections among team members were essential for fostering a cohesive and productive work environment. As anyone who has experienced institutional work dynamics can attest, the quality of interpersonal relationships significantly impacts overall job satisfaction and performance.



**Table 13. Significant Relationship between School Administrators' Leadership style and Teachers' Job Satisfaction**

School Administrators' Leadership style (IV)	Teachers' Job Satisfaction (DV)			
	Security	Work_E	Work-life	Relationship
Servant : Pearson Correlation	-0.24	0.07	-0.23	-0.09
Significance(2-Tailed)	.216	.728	.235	.653
N	30	30	30	30
Transactional :Pearson Correlation	-0.05	0.17	0.11	-0.12
Significance(2-Tailed)	.780	.383	.568	.531
N	30	30	30	30
Transformational :Pearson Correlation	-0.10	0.03	-0.03	0.16
Significance(2-Tailed)	.617	.899	.869	.402
N	30	30	30	30
Visionary :Pearson Correlation	-0.04	-0.31	-0.17	-0.28
Significance(2-Tailed)	.983	.103	.384	.138
N	30	30	30	30
Democratic :Pearson Correlation	0.23	0.17	0.24	0.22
Significance(2-Tailed)	.226	.370	.218	.247
N	30	30	30	30

The correlation coefficients measured the strength and direction of the relationship between school administrators' leadership style and teachers' job satisfaction in terms of security, work environment, work-life balance and relationship with superiors and colleagues. A positive correlation indicated that as school administrators' leadership style increases, teachers' job satisfaction also tends to increase.

Correlations were computed among five school administrators' leadership style on data for 30 respondents. A correlation coefficient of 1 indicates a perfect positive correlation, while a coefficient of -1 indicated a perfect negative correlation.

The correlation coefficients range from -0.28 to 0.24, indicating a *weak negative* to *weak positive* relationship between school administrators' leadership style and teachers' job satisfaction. This implied that as school administrators' leadership style increases, there was no increase/decrease in the teachers' job satisfaction in these areas since all the p-values were larger than the level of significance of 0.05.

This implied that the relationship between school administrators' leadership styles and teachers' job satisfaction was complex and context-dependent. While some studies suggested that transformational leadership positively impacts job satisfaction in various aspects, other leadership styles may have mixed or negative effects. Further research was required to establish a more comprehensive understanding of this relationship and to identify specific strategies that school administrators can adopt to enhance job satisfaction among teachers.

**Test of Significant Relationship between School Administrators' Role in the School Culture and Teachers' Job Satisfaction**

The significant relationship between school administrators' role in the school culture and teachers' job satisfaction in terms of security, work environment, work-life balance and relationship with superiors and colleagues was treated statistically using Real Statistics Data Analysis Tools using the Pearson correlation coefficient.

**Table 14. Significant Relationship between School Administrators' Role in the School Culture and Teachers' Job Satisfaction**

School Administrators' Role in the School Culture (IV)	Teachers' Job Satisfaction (DV)			
	Security	Work_E	Work-life	Relationship
Professional_C: Pearson Correlation	0.14	0.27	-0.04	0.19
Significance(2-Tailed)	.472	.162	.836	.335
N	30	30	30	30
Affiliative_C: Pearson Correlation	-0.01	0.01	0.02	0.67**
Significance(2-Tailed)	.951	.953	.907	<.001
N	30	30	30	30
Continuous_ILL: Pearson Correlation	0.29	0.18	-0.03	0.23
Significance(2-Tailed)	.133	.360	.880	.238
N	30	30	30	30

The correlation coefficients measured the strength and direction of the relationship between school administrators' role in the

school culture and teachers' job satisfaction in terms of security, work environment, work-life balance and relationship with



superiors and colleagues. A positive correlation indicates that as school administrators' role in the school culture increases, teachers' job satisfaction also tends to increase.

Correlations were computed among five school administrators' leadership style on data for 30 respondents. A correlation coefficient of 1 indicates a perfect positive correlation, while a coefficient of -1 indicates a perfect negative correlation.

Only between school administrators' role in the school culture in terms of affiliative collegiality and teachers' job satisfaction in terms of relationship with superiors and colleagues was significant since the computed p-value of  $<.001$  was less than the level of significance of 0.05 and the correlation coefficient was 0.67, indicating a *moderate positive* relationship. This implied that as school administrators' role in the school culture in terms of affiliative collegiality increases, there was a greater increase in the teachers' job satisfaction in terms of relationship with superiors and colleagues.

This implied the importance of school administrators' role in shaping school culture, particularly in fostering affiliative collegiality among staff members. The moderately positive significant relationship between administrators' promotion of affiliative collegiality and teachers' job satisfaction, specifically in terms of relationships with superiors and colleagues, underscores the importance of cultivating a positive work environment characterized by trust, collaboration, and mutual support. The role of school administrators extends beyond mere management tasks; they served as the architects of the school's culture, setting the tone for professional interactions and relationships among staff members. By prioritizing affiliative collegiality, administrators create a climate of inclusivity and cooperation, where individuals feel valued and respected for their contributions.

Furthermore, the correlation between administrators' promotion of affiliative collegiality and teachers' job satisfaction highlights the interconnectedness of organizational culture and employee well-being. When administrators prioritized fostering positive relationships and a supportive work environment, teachers were more likely to experience greater job satisfaction, leading to increased morale, productivity, and retention. Moreover, affiliative collegiality not only enhances job satisfaction but also contributed to improved student outcomes.

These findings suggested that a company's culture reflects how internal management, consumers, suppliers, and the environment were address. It underscores the importance of a strong, well-defined school culture in enhancing teacher job satisfaction and overall organizational effectiveness. By cultivating a culture that integrates effective practices and addresses internal and external challenges appropriately, schools can create a thriving educational environment that benefits all stakeholders. School culture determine as well the impression not only of the school but as well the well being of the teachers wherein it will be transferred to the learners the receiver thus it further give an opportunity for all to grow.

#### 4. CONCLUSION AND RECOMMENDATIONS

The study findings provided valuable insights into the relationship between school administrators' leadership style and school culture with teachers' job satisfaction.

The findings of this study revealed that there was a weak negative to positive relationship between the school administrators' leadership style and teachers' job satisfaction and only between school administrators' role in the school culture in terms of affiliative collegiality and teachers' job satisfaction in terms of relationship with superiors and colleagues is significant

It was concluded that as school administrators' leadership style increases, there was no increase/decrease in the teachers' job satisfaction, this led to the acceptance of the null hypothesis. It implied that regardless of how administrators lead the school, whether it be through an authoritarian, democratic, transformational, or other leadership style, it did not have a measurable impact on teachers' job satisfaction. This suggested that other factors beyond leadership style may be more influential in determining teachers' job satisfaction within the school environment.

It was concluded that only one variable in school administrators' role in the school culture was observed that has significant effect on the teachers' job satisfaction, it showed that as in terms of affiliative collegiality increases, there was a greater increase in the teachers' job satisfaction in terms of relationship with superiors and colleagues. It's essential to consider the limitations of the study and the specific context in which the findings were obtained. Factors such as the size and demographics of the school, the leadership practices of administrators, and the measures used to assess affiliative collegiality and job satisfaction may impact the generalizability of the findings. The findings led to the acceptance of the null hypothesis.

Based on the drawn conclusions the following recommendations were made:

1. It is recommended that the school leaders may choose among the leadership styles which is appropriate to their context and may be beneficial among their teacher and learners for them to perform better.
2. School leaders may offer a capacity building or program that may enhance more the school culture being practice in their institution.
3. Teachers may prioritize the enhancement of the mentioned variables (security, work-life balance, work environment, relationship with superiors and colleagues) in terms of their job satisfaction for their own good. Likewise, they may propose a program to help them better.

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