

# The Influence of Transactional Leadership to Teachers' Satisfaction

Leizl A. Molina<sup>1</sup>

<sup>1</sup>Student, Universidad de Sta. Isabel de Naga, Inc., Naga City, Philippines

Corresponding Author's Email: [leizlmolina06@gmail.com](mailto:leizlmolina06@gmail.com)



## ABSTRACT

This study examined the influence of school heads' transactional leadership styles based on Path-Goal dimensions on the level of teachers' job satisfaction in the District of Calabanga, Camarines Sur. Specifically, it assessed the achievement-oriented, directive, supportive, and participative leadership dimensions of leadership based on Path-Goal theory. It also determined teachers' level of job satisfaction in terms of security, work environment, job responsibilities, and community linkages. In this study, transactional leadership serves as the overarching conceptual framework. However, the leadership behaviors examined are operationalized through dimensions derived from Path-Goal Theory, specifically directive, supportive, participative, and achievement-oriented behaviors. These behaviors represent observable leadership practices that may overlap with aspects of transactional leadership but do not fully capture its core components such as contingent reward and management by exception. The study used a concurrent-parallel mixed-method design to investigate the relationship between teachers' transactional leadership styles and job satisfaction. A descriptive-evaluative-correlational design for quantitative, and descriptive-qualitative method was used for qualitative part of the study. A total of 208 public secondary teachers participated to collect data, and 9 participants for the qualitative study. The quantitative design used descriptive statistics, including weighted mean, frequency, and percentage, to describe the extent to which teachers experienced transactional leadership styles and job satisfaction. Inferential statistics including Pearson's  $r$ , coefficient of determination, and One-Way ANOVA, were used to establish the relationship and differences, respectively, while the qualitative design provided deeper insights into the study findings. The findings indicated that transactional leadership was highly manifested in school heads, with directive leadership having the highest mean value (4.14), followed by achievement-oriented and supportive (4.01), while participative leadership had the lowest mean value (3.95), resulting in a total mean value of 4.03. The teachers showed high job satisfaction in general, particularly in aspects of work environment (3.50), community linkages (3.49), and job responsibilities (3.48), while security (3.36) was moderate; hence, the total mean value was 3.44. There were no significant differences in both aspects of transactional leadership and job satisfaction. A significant positive relationship was established between transactional leadership and job satisfaction ( $r = .150$ ,  $p = .031$ ) with 2.25% variance. The result implies that teachers thought the various characteristics of transactional leadership were largely similar. There was no significant difference found among the facets of transactional leadership that was thought to be noticeably more or less obvious than the others. This suggests that teachers' job satisfaction levels were almost the same across the domains that were identified. The Calabanga District public secondary teachers' overall job satisfaction appears to be determined by a variety of elements rather than being dominated by a single feature, as they did not indicate significantly higher or lower satisfaction in any one area compared to others. The qualitative study also revealed significant practices like setting clear expectations, remind and reprimand

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principle, recognition and reward, derivative decision-making, and verifying teacher's inputs through private discussion. From the qualitative study, a proposed sustainability plan was conceptualized to enhance school heads' leadership practices. These include Strategic Leadership Development, Leadership Best Practices Institutionalization, Active Community Engagement, Tracking and Evaluation, and Ensuring Leadership Succession, which aims to sustain teacher motivation, increase job satisfaction, and foster continuous improvement in schools. Furthermore, the findings of the study conclude that transactional leadership styles have a statistically significant yet modest influence on teachers' job satisfaction. Although the percentage of explained variance was small, the statistically significant relationships indicate that transactional leadership practices significant but weak association to teachers' job satisfaction, even if other organizational and personal factors also play substantial roles in shaping their overall work attitudes.

*Keywords:* transactional leadership, job satisfaction, school heads, mixed method, Calabanga District.

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### Recommended Citation

Molina L. (2026). The Influence of Transactional Leadership to Teachers' Job Satisfaction. *IJMERI*. 4(2), 220-245.

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## INTRODUCTION

Teachers shape the minds of future generations; education is a crucial and dynamic part of the advancement of civilization. Leadership has a considerable influence on the work environment in educational institutions, which influences teachers' job satisfaction and eventually their accomplishment. The study investigates the influence of transactional leadership style to teachers' job satisfaction.

Transactional leadership is key in school settings because it defines the expected norms, reward structure, and methods for monitoring performance. Transactional leadership in schools involves guiding teachers with set objectives and accountability processes, which may positively impact their level of job satisfaction. Transactional leadership functions based on reward and punishment processes to realize desired results. With proper implementation using recognition, motivation, and performance evaluation, it may enhance teacher job satisfaction and accountability.

In an educational context, the satisfaction of teachers is extremely dependent on the use of leadership behaviors characterized by fairness, clarity, and consistency. The use of transactional leadership would facilitate these behaviors through goal setting and monitoring of performance. Research shows that accountability and structure-based leadership practices boost teachers' work happiness, performance, and stress levels. It is crucial to note that the influences of transactional leadership on job satisfaction vary depending on how teachers view incentives, oversight, and feedback.

In the Philippine educational setting, the utilization of transactional leadership in public schools becomes pertinent in dealing with issues about teachers' satisfaction and attrition. Although there have been many efforts made by the government to ensure that teachers are pleased with their profession, the importance of the school heads' ability to establish mechanisms to ensure this cannot be overlooked. Through transactional leadership, teachers might feel more responsible and directed, thus impacting their job satisfaction.

The goal of the current study is to investigate how a transactional leadership style based on Path-Goal Theory correlates teachers' job satisfaction in terms of safety, the workplace, their responsibilities, and community relations. This study also attempts to explore how teachers' enthusiasm and job happiness are affected by several aspects of transactional leadership styles, such as achievement orientated, directive, supporting, and participatory in decision-making processes. It is anticipated that the leadership style, which includes directing behaviors and contingent rewards, will have a good impact on teachers' dedication and job happiness.



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In this study, transactional leadership serves as the overarching conceptual framework. However, the leadership behaviors examined are operationalized through dimensions derived from Path-Goal Theory, specifically directive, supportive, participative, and achievement-oriented behaviors. These behaviors represent observable leadership practices that may overlap with aspects of transactional leadership but do not fully capture its core components such as contingent reward and management by exception.

According to the researcher, the way transactional leadership is applied in various schools is responsible for the diversity in teachers' work satisfaction levels. In some cases, the school heads have been successful in employing reward systems, appreciation, and well-defined criteria to inspire the teachers; however, in other cases, the focus might have been more on compliance and control, which might not adequately fulfill the professional and emotional requirements of the teachers.

It is important to realize how transactional leadership influences teachers' job satisfaction in order to improve the leadership strategies employed in schools. Although transactional leadership can be effective, it would be better used together with supportive and participative leadership. Overall, this research will serve to add to the existing literature and offer useful insights into how to improve the satisfaction levels of teachers at school.

## Research Questions

The study aimed to determine the influence of transactional leadership style of school heads on the teachers' job satisfaction in the secondary schools of Calabanga District.

Specifically, this study answered the following questions:

1. What is the extent of manifestations of transactional leadership style based on Path-Goal Theory among the school heads in terms of?
  - a. Achievement-oriented
  - b. Directive
  - c. Supportive
  - d. Participative
2. Are there significant differences in the extent of manifestations among the aspects of transactional leadership style?
3. What is the level of teachers' job satisfaction in terms of?
  - a. Security
  - b. Work Environment
  - c. Job Responsibilities
  - d. Community Linkages
4. Are there significant differences among the aspects of teachers' job satisfaction?
5. Is there a significant relationship between transactional leadership behaviors based on Path-Goal Theory and teachers' job satisfaction? What specific transactional leadership practices emerged among the school heads?
6. What sustainability plan may be proposed based on the results of the study?

## METHODS

### Study Design

The research used a mixed-method approach, particularly a concurrent-parallel architecture that made it possible to examine both qualitative and quantitative data at the same time. A descriptive-evaluative-correlational design was used to quantitatively assess teachers' job satisfaction in terms of security, work environment, job



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responsibilities, and community attachment/linkages, as well as the extent to which school heads demonstrated transactional leadership. While the study is conceptually anchored on transactional leadership, the operationalization of leadership is based on dimensions derived from Path-Goal Theory, specifically achievement-oriented, directive, supportive, and participative behaviors. The correlational method was used to examine the relationship between these leadership behaviors and teachers' job satisfaction. The correlational method was used to assess how transactional leadership affected teachers' work satisfaction. The study's qualitative component used a descriptive-qualitative research strategy to identify certain transactional leadership strategies that emerged among school heads.

### **Population and Sample**

Teachers from nine different public secondary schools in the Calabanga District participated in this study as responders. 208 public junior and senior high school teachers were chosen at random from the entire population using simple random selection. These were the respondents with sufficient knowledge to address the issues raised by the current study. A total of 220 questionnaires were distributed and 208 were retrieved, resulting a response rate of 94.54%. For qualitative part of the study, the participants were master teachers who agreed to take part in the in-depth interview who has extensive teaching experience and deeper exposure to school leadership practices. These 9 participants were teachers from Junior and Senior High school from different schools in Calabanga District according to their job roles and individual experiences, which offers important information about how teachers' job satisfaction is correlates transactional leadership based on Path-Goal Theory. Point of saturation was reached when the responses of the participants become repetitive and no longer provide new insights about how transactional leadership style influences teachers job satisfaction. At this point, main themes had been fully captured.

### **Instrumentation**

The researcher used a researcher-made questionnaire based on Path-Goal Theory. Although the study is conceptually framed under transactional leadership, the questionnaire measures leadership behaviors based on Path-Goal Theory dimensions. The four-leadership dimensions highlighted by this theory, Directive, Supportive, Participative, and Achievement-Oriented. The use of Path-Goal-based dimensions as an operational measure of leadership is acknowledged as a limitation in fully capturing all components of transactional leadership, particularly contingent reward and management by exception. To ensure that the answers were clear, dependable, and consistent, the questionnaire was pilot tested and validated by experts. All of the study's constructs demonstrated good to exceptional internal consistency, according to the reliability analysis using Cronbach's Alpha. With Participative leadership ( $\alpha = 0.938$ ), Supportive leadership ( $\alpha = 0.930$ ), and Directive leadership ( $\alpha = 0.916$ ) achieving outstanding levels and Achievement-Oriented leadership ( $\alpha = 0.853$ ) being regarded as good, the leadership dimensions demonstrated strong reliability. The Minnesota Survey Questionnaire, a popular tool designed to gauge teachers' job satisfaction, is the second tool utilized. The MSQ, developed in 1967 by the Vocational Psychology Research team at the University of Minnesota, assesses several aspects of job satisfaction and provides information about what people find satisfying in their work.

For qualitative phase, the researcher made an interview protocol which was used in the in-depth interview. Teacher Interview Protocol was designed specifically to identify specific transactional leadership practices aligned with Path-Goal Theory dimension emerged among the school heads. In addition to the data, the researcher conducted an in-depth interview for the participants. To ensure that the answers were clear, dependable, and consistent, the questionnaire was pilot tested and validated by experts. Participants were guaranteed confidentiality and anonymity in order to reduce response bias, especially social desirability bias. They were also urged to openly express their viewpoints and experiences without worrying about criticism or assessment. Point of saturation was reached when the responses of the participants become repetitive and no longer provide new insights about how transactional leadership style influences teachers job satisfaction. At this point, main themes had been fully



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captured. Prior to the conduct of the interview, the researcher asked for the availability time of the participants to conduct the interview. The researcher and participants agreed upon, on the time and venue where to conduct the interview. Before conducting the interview, the researcher requested permission from the participants to record the conversation to ensure the correct data will be transcribed from the interview safeguarding to handle the data gathered with the highest confidentiality. The researcher assured the participants with the data privacy and secured storage. Upon the approval of the participants, the researcher proceeded with the interview. These in-depth interviews were made to gather insights for the qualitative component of the study. Thematic analysis is a systematic way of analyzing qualitative data by closely examining and recognizing patterns and themes in the data. To carry out this type of analysis, the researcher conducted interviews as a way of gathering data from the participants and allowing them to express their thoughts and insights on how transactional leadership impacts job satisfaction. After conducting the interviews, the data collected was transcribed and analyzed by recognizing important statements and clustering them into meaningful themes.

To ensure accuracy and validity, the study also employed the method of data analysis outlined by Moustakas (1994), as recently cited by Alhazmi and Kaufmann (2022), which emphasizes capturing the lived experiences of participants. Following Moustakas’ procedures, the researcher first conducted horizontalization, assigning equal weight to all participant responses to minimize bias. Repetitive or overlapping statements were then reduced to invariant constituents, which were subsequently clustered into themes or meaning units. Each cluster was labeled with a theme reflecting its core idea, and cross-checking across multiple data sources ensured that the identified constituents accurately represented the participants’ experiences.

Next, the researcher developed textural descriptions to articulate what each participant experienced in their own words, followed by the construction of composite structural descriptions, synthesizing individual accounts to highlight shared patterns across the group. Finally, the structural and textural descriptions were integrated to interpret the findings, explain the relationships among themes, and draw the study’s main conclusions, supported by relevant literature. Through this systematic and iterative process, the study provided a deeper understanding of the specific transactional leadership practices exhibited by school heads and their influence on teachers’ job satisfaction.

### Data Analysis

The data were analyzed using descriptive and inferential statistics, including weighted mean, frequency count and percentage, Pearson’s r, coefficient of determination, and one-way analysis of variance (ANOVA). An in-depth interview was also conducted for the qualitative phase of the study. The scale and description given in the table below were used to interpret the computed mean for each indicator:

Numerical Value	Range	Description	Implications
5	4.21-5.00	Strongly agree	<b>Very High</b>
4	3.41-4.20	Agree	<b>High</b>
3	2.61 – 3.40	Neutral	<b>Moderate</b>
2	1.81-2.60	Disagree	<b>Low</b>
1	<b>1.00-1.80</b>	<b>Strongly Disagree</b>	<b>Very Low</b>

For the qualitative phase, in-depth interviews were conducted to identify leadership practices exhibited by school heads, particularly those aligned with Path-Goal Theory dimensions. The researcher used thematic analysis to examine patterns in the data and generate meaningful themes. Thematic analysis is a systematic approach to qualitative data analysis that involves identifying, analyzing, and reporting patterns within data. In this study,



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interview responses were transcribed, carefully reviewed, and coded by identifying significant statements. These were then grouped into categories and further organized into themes that reflect leadership behaviors and their influence on teachers' job satisfaction. The qualitative analysis focused on leadership behaviors rather than a full representation of transactional leadership, consistent with the operational framework based on Path-Goal Theory.

Since both leadership behaviors and teachers' work satisfaction were assessed using self-report questionnaires given to the same respondents at the same time, this study recognizes the potential for common method bias. Because of the same measuring approach, this could result in an exaggeration of observed relationships. Common Method Bias: Despite the lack of a statistical test like Harman's single-factor test, the results were interpreted cautiously and were regarded as associations rather than causal effects.

This study, which includes nine chosen schools and teacher responders, is restricted to public secondary schools in the Calabanga District of Camarines Sur. Because of this, the results could not apply to other regions, private schools, integrated schools, or other educational levels like elementary or postsecondary education.

The study's limited scope restricts its external validity because the results may not be applicable in other contexts due to contextual variations in school governance, resources, and leadership techniques. As a result, the results should be understood as unique to the study's setting.

## RESULTS

**Table 1.** Extent of Manifestations of Transactional Leadership Used by School Heads in Terms of Achievement – Oriented Dimension

Indicators	Mean	Interpretation
<b>The leader shows confidence in the ability to succeed at difficult tasks.</b>	4.26	Very High
<b>The leader motivates to improve by setting challenging goals.</b>	4.23	Very High
<b>The leader instills sense of pride when difficult goals are accomplished.</b>	4.11	High
<b>The leader expects to reach beyond minimum standards.</b>	4.19	High
<b>The leader sets ambitious but achievable goals.</b>	4.09	High
<b>The leader encourages to find better ways to complete my tasks.</b>	4.06	High
<b>The leader pushes to maximize potential by offering rewards for excellence.</b>	3.95	High
<b>The leader links high achievement with meaningful rewards.</b>	3.83	High
<b>The leader rewards creativity and excellence in performance.</b>	3.76	High
<b>The leader provides incentives when expectations are surpassed.</b>	3.59	High
<b>Mean</b>	<b>4.01</b>	<b>High</b>

Table 1 shows the outcomes of the school heads' use of transactional leadership based on Path-Goal Theory in terms of achievement-oriented dimension. With a score of 4.26, the top indicator “The leader shows confidence in the ability to succeed at difficult tasks.”, is regarded as being really high. It implies that instructors' ability to finish even the most difficult assignments is constantly trusted by school administration. The lowest indicators were regarded as excessive, with a mean value of 3.59. This result implies that although there are rewards for going above and beyond expectations, there is not enough information to justify their regular application. Nonetheless,



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the mean of 4.01, which is thought to be high, indicates that teachers typically find the achievement-oriented component of school heads' transactional leadership to be quite evident.

**Table 2.** Extent of Manifestations of Transactional Leadership Used by School Heads in Terms of Directive Dimension

<b>Indicators</b>	<b>Mean</b>	<b>Interpretation</b>
<b>The leader specifies deadlines for each task.</b>	4.46	Very High
<b>The leader provides clear instructions about how tasks should be done.</b>	4.20	High
<b>The leader explains exactly what results are expected.</b>	4.20	High
<b>The leader make sure that the expected standards are clearly understood.</b>	4.20	High
<b>The leader sets clear boundaries for what is acceptable and unacceptable.</b>	4.17	High
<b>The leader explains the consequences if performance does not meet standards.</b>	4.16	High
<b>The leader outlines the rules and procedures to follow.</b>	4.15	High
<b>The leader monitors closely to ensure directions are followed.</b>	4.08	High
<b>The leader gives step-by-step guidance when tasks are unclear.</b>	3.98	High
<b>The leader reminds rewards for good performance.</b>	3.78	High
<b>Mean</b>	<b>4.14</b>	<b>High</b>

Table 2 illustrates the extent to which school administrators use a transactional leadership style based on Path-Goal Theory in terms of directive dimension. School administrators prioritize time management by setting deadlines for assignment completion, as seen by the highest mean of 4.46, regarded as exceptionally high. Although reward reminders are present, they may not be as significant as task-centered components of directive leadership, according to the lowest mean of 3.78, regarded as high. Teachers strongly recognize the directive component of transactional leadership as something that school administrators constantly carry out, as indicated by the overall mean of 4.14, seen as high.

**Table 3.** Extent of Manifestations of Transactional Leadership Style Used by the School Heads in Terms of Supportive Dimension

<b>Indicators</b>	<b>Mean</b>	<b>Interpretation</b>
<b>The leader shows genuine concern for well-being at work.</b>	4.15	High
<b>The leader place values performance is good.</b>	4.13	High
<b>The leader encourages when struggling with a task.</b>	4.06	High
<b>The leader motivates by acknowledging my contributions.</b>	4.02	High
<b>The leader balances discipline with fairness and recognition.</b>	4.00	High
<b>The leader provides encouragement when tasks are difficult.</b>	3.99	High
<b>The leader offers emotional support while expecting results.</b>	3.96	High
<b>The leader recognizes achievements in front of others.</b>	3.98	High
<b>The leader helps reduce stress by creating a positive work climate.</b>	3.91	High
<b>The leader rewards fairly when expectations are met.</b>	3.88	High
<b>Mean</b>	<b>4.01</b>	<b>High</b>



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Table 3 provides the degree of manifestation of transactional leadership styles based on Path-Goal Theory in terms of supportive dimension. From the table above, all indicators of reactions to career exploration are strongly agreed by the respondents. A highest mean score of 4.15 is obtained and is highly regarded, indicating that school heads are viewed to be not only interested in the performance of teachers but also in their well-being generally in the workplace. Although instructors recognize the concept of fairness in the rewarding process, this is the least evident supportive leadership feature, as shown by the lowest mean of 3.88, considered high. An average score of 4.01, which is considered strong, shows that school heads are thought to use transactional leadership's supportive elements.

**Table 4.** Extent of Manifestations of Transactional Leadership Style Used by the School Heads in Terms of Participative Dimension

<b>Indicators</b>	<b>Mean</b>	<b>Interpretation</b>
<b>The leader listens to concerns when discussing goals and expectations.</b>	4.10	High
<b>The leader explains how participation affects performance outcomes.</b>	4.04	High
<b>The leader involves teachers in setting performance goals.</b>	4.02	High
<b>The leader values suggestions when discussing expectations.</b>	4.02	High
<b>The leader involves the teachers in planning tasks to make rewards more meaningful.</b>	3.97	High
<b>The leader clarifies how input contributes to team results.</b>	3.93	High
<b>The leader asks for feedback on the reward system used.</b>	3.90	High
<b>The leader allows teachers to suggest ways to improve rewards or incentives.</b>	3.89	High
<b>The leader considers ideas before finalizing decisions.</b>	3.87	High
<b>The leader consults before making decisions that affect work rewards.</b>	3.78	High
<b>Mean</b>	<b>3.95</b>	<b>High</b>

In relation with participative leadership dimension based on Path-Goal Theory, Table 4 displays the degree of leadership displayed by school heads. The highest mean of 4.10, considered as high, indicates when school heads debate the objectives and performance standards of their institutions, they pay attention to what their teachers have to say. The lowest mean of 3.78, which is high, shows that when school heads are making decisions on awards, they confer with their teachers. The high total mean of 3.95, specifies that teachers believe their school leaders exhibit the participative component of transactional leadership.

**Table 5.** Summary of Extent of Manifestations of Leadership Style used by School Heads along with the Four Leadership Dimensions

<b>Leadership Dimensions</b>	<b>Mean</b>	<b>Interpretation</b>
<b>Directive</b>	4.14	High
<b>Achievement – oriented</b>	4.01	High
<b>Supportive</b>	4.01	High
<b>Participative</b>	3.95	High
<b>Mean</b>	<b>4.03</b>	<b>High</b>

The degree to which school heads exhibit transactional leadership behavior across all the study dimensions based on Path-Goal Theory is shown in Table 5. For example, a mean score of 4.14, which is considered strong,



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indicates the degree to which school heads engage in transactional leadership behaviors including delivering instructions, establishing objectives, and keeping an eye on teachers' performance. Furthermore, score of 3.95, which is considered high, signifies that although school administrators consider teachers' opinions when making choices, this dimension is not as significant as the other dimensions. A mean of 4.03, considered high, indicates that teachers believe their school heads are using transactional leadership in all of its facets.

**Table 6.** One-Way ANOVA Results on the Differences in the Extent of Manifestations among the Aspects of Transactional Leadership based on Path-Goal Theory

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	3.853	3	1.284	1.915	.126
Within Groups	555.259	82	.671		
Total	559.112	83			

The four components of transactional leadership did not vary significantly, based from the results ( $F(3, 828) = 1.92, p = .126$ ). The results indicate that there are no statistically significant differences among the four leadership dimensions, suggesting that teachers tend to rate these dimensions in a relatively similar manner.

**Table 7.** Level of Teachers' Job Satisfaction in Terms of Security

Indicators	Mean	Interpretation
<b>Chance to be reclassified / be promoted</b>	3.56	High
<b>Way in which full credit is given for the work accomplished</b>	3.50	High
<b>Rewards received matches the effort exerted.</b>	3.46	High
<b>Able to take pride in a job well done.</b>	3.43	High
<b>Job provides a secured future.</b>	3.39	Moderate
<b>Opportunities for advancement.</b>	3.36	Moderate
<b>Pay is equal to other coworkers in the school.</b>	3.34	Moderate
<b>Benefits received are good as most other organizations can offer</b>	3.31	Moderate
<b>Pay is equal to similar positions in other companies.</b>	3.20	Moderate
<b>Compensation received for the work accomplished</b>	3.05	Moderate
<b>Mean</b>	<b>3.36</b>	<b>Moderate</b>

An overview of teachers' job satisfaction along security is shown in Table 7. The highest indicator, 3.56, shows the teachers are typically optimistic about their chances for professional advancement within the educational system. The lowest indicator, which has a moderate average of 3.05, shows that teachers believe their compensation does not adequately compensate them for the work they undertake. The average score of 3.36, which is moderate, shows the teachers are moderately pleased with their jobs in terms of job security.



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**Table 8.** Level of Teachers' Job Satisfaction in Terms of Work Environment

<b>Indicators</b>	<b>Mean</b>	<b>Interpretation</b>
<b>Way the immediate head and the teacher understand each other.</b>	3.54	High
<b>Spirit of cooperation among co – workers.</b>	3.53	High
<b>Policies &amp; practice towards employees of the school.</b>	3.50	High
<b>Way the immediate head provides help on hard problems.</b>	3.49	High
<b>Way co- workers are easy to make friends with.</b>	3.48	High
<b>Way immediate head trains his/ her subordinates.</b>	3.43	High
<b>Feeling of accomplishment got from the job.</b>	3.43	High
<b>Way immediate head takes care of the complaints of his / her employees</b>	3.38	Moderate
<b>Pleasantness of the working conditions.</b>	3.38	Moderate
<b>Working conditions (heating, lighting, ventilation etc.)</b>	3.21	Moderate
<b>Mean</b>	<b>3.44</b>	<b>High</b>

The indicators related to teachers' satisfaction with their workplace are shown in Table 8. The organizational and physical environment that fosters learning is one of these markers. A high degree of understanding between teachers and the head of the school is indicated by an indicator with the highest average score of 3.54, which is regarded as high. Similarly, "The working conditions (heating, lighting, ventilation, etc.)" is the indication with the lowest mean score. Its mean score is 3.21, which is regarded as moderate and indicates that the physical work environment is acceptable but requires improvement. Teachers are content with their workplace, as indicated by the overall mean of 3.44, regarded as high.

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

<b>Indicators</b>	<b>Mean</b>	<b>Interpretation</b>
<b>Chance to develop new and better ways to do the job.</b>	3.58	High
<b>Freedom to use own judgment.</b>	3.58	High
<b>Chance to do work that well suited to abilities.</b>	3.55	High
<b>Chance to do something that makes use of abilities.</b>	3.55	High
<b>Chance to do things that don't harm other co- workers.</b>	3.54	High
<b>Chance to try something different job-related.</b>	3.53	High
<b>Chance to tell other co –workers how to do things.</b>	3.45	High
<b>Chance to carry out duties with honesty and transparency.</b>	3.39	Moderate
<b>Chance to meet with important people.</b>	3.35	Moderate
<b>Able to do things that don't go against conscience.</b>	3.31	Moderate
<b>Mean</b>	<b>3.48</b>	<b>High</b>

The results of teachers' job satisfaction with regard to their duties, which include lesson preparation, instructing students, overseeing classrooms, and assessing students' work, are displayed in the above table. Teachers often value the opportunity to be professionally independent with regard to their assignment, as seen by the high mean of 3.58, which is considered high. Conversely, with the lowest indicator and a mean of 3.31, which is considered moderate, it displays that instructors believe their behavior is in line with their



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personal and professional convictions, however it is not heavily stressed.

**Table 10.** Level of Teachers' Job Satisfaction in Terms of Community Linkages

<b>Indicators</b>	<b>Mean</b>	<b>Interpretation</b>
<b>Chance to do the community outreach programs (i.e. linis barangay, coastal clean-up, tree planting)</b>	3.60	High
<b>Chance to have a definite place in the community.</b>	3.53	High
<b>Social position in the community that goes with the job.</b>	3.52	High
<b>Chance to help people's concern in the community.</b>	3.51	High
<b>Way the immediate head takes care of the complaints of some parents in the community.</b>	3.50	High
<b>Pleasantness of the school community towards external stakeholders.</b>	3.50	High
<b>Chance to be somebody in the community.</b>	3.48	High
<b>Chance to encourage the stakeholders' participation in all school related activities.</b>	3.45	High
<b>Linkages of the school in the immediate community.</b>	3.44	High
<b>Chance to be of some small service to other people.</b>	3.42	High
<b>Mean</b>	<b>3.49</b>	<b>High</b>

Table 10 provides the teachers' job satisfaction in regard to community linkage which means the relationship between the institution and the larger community. The highest value of 3.60 with an interpretation as high indicates that teachers are positively disposed towards engaging in such activities. The lowest value which is 3.42 and with an interpretation as high indicates that teachers feel they can help others even in a small way. Given the total value of 3.49 with an interpretation as high, one can conclude that teachers are happy with the role they play in the process of their involvement in the community which indicates that teachers perceive themselves not only as teachers in class but also as people contributing to society.

**Table 11.** Summary of Level of Teachers' Job Satisfaction

<b>Aspects</b>	<b>Mean</b>	<b>Interpretation</b>
<b>Community Linkages</b>	3.49	High
<b>Job Responsibilities</b>	3.48	High
<b>Work Environment</b>	3.44	High
<b>Security</b>	3.36	Moderate
<b>Mean</b>	<b>3.44</b>	<b>High</b>

Based on the four categories assessed in this study, Table 11 shows the level of job satisfaction between teachers. Given that the feature of community links obtained the highest mean of 3.49, suggesting the importance of community collaboration, the first conclusion that can be made from this data is that instructors showed great job satisfaction in this area. However, the lowest mean of 3.36, which is regarded as moderate, indicates that although teachers may be generally satisfied with their job status, they are unsure about it. Overall, the mean of 3.44 shows that teachers are very content with their work environment, tasks, and community.



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**Table 12.** One-Way ANOVA Results on the Differences Among the Aspects of Teachers' Job Satisfaction

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	2.311	3	.770	1.333	.262
Within Groups	478.329	828	.578		
Total	480.640	831			

The results revealed no statistically significant differences among these four dimensions of job satisfaction,  $F(3, 828) = 1.33, p = .262$ . This indicates that teachers' levels of job satisfaction across the identified domains were relatively similar.

**Table 13.** Influence of Transactional Leadership Styles to Teachers Job Satisfaction

Extent of Transactional Leadership Styles	Aspects of Teachers' Job Satisfaction	Correlation (r)	Coefficient of Determination (r <sup>2</sup> )	p-value	Interpretation
<b>Achievement-oriented</b>	Security	.200	0.0400	.004	Highly Significant
	Work Environment	.172	0.0296	.013	Significant
	Job Responsibilities	.143	0.0204	.039	Significant
	Community Linkages	.158	0.0250	.006	Highly Significant
<b>Directive</b>	Security	.146	0.0213	.036	Significant
	Work Environment	.140	0.0196	.044	Significant
	Job Responsibilities	.089	0.0079	.201	Not Significant
	Community Linkages	.054	0.0029	.442	Not Significant
<b>Supportive</b>	Security	.161	0.0259	.020	Significant
	Work Environment	.158	0.0250	.022	Significant
	Job Responsibilities	.087	0.0076	.211	Not Significant
	Community Linkages	.067	0.0045	.340	Not Significant



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<b>Participative</b>	Security	.168	0.0282	.015	Significant
	Work Environment	.157	0.0246	.024	Significant
	Job Responsibilities	.081	0.0066	.247	Not Significant
	Community Linkages	.053	0.0028	.445	Not Significant
	<b>Transactional Leadership</b>	Job Satisfaction	.150	0.0225	.031

Legend: Legend:  $p \leq 0.001$  very highly significant,  $p \leq 0.01$  highly significant,  $p \leq 0.05$  significant,  $p > 0.05$  not significant

The relationship of transactional leadership styles based on Path-Goal Theory on teachers' job satisfaction was evaluated using Pearson Product-Moment Correlation Analysis along a number of characteristics, including security, work environment, job roles, and connection to the community. The results revealed varying degrees of relevance, indicating that while some aspects of transactional leadership have a major influence on teachers' work satisfaction, others do not.

The significant relationships are found under the achievement-oriented leadership dimension, especially with regard to security ( $r = .200$ ,  $p = .004$ ) and community linkages ( $r = .158$ ,  $p = .006$ ). This finding implies that when a school head sets up expectations, expresses faith in their staff's competence, and drives for perfection, then there will be increased feelings of security among teachers and increased involvement in community-related matters.

The analysis found a statistically significant relationship between directive leadership and job satisfaction in terms of work environment ( $r = .140$ ,  $p = .044$ ) and security ( $r = .146$ ,  $p = .036$ ). According to the coefficient of determination, directive leadership accounts for 2.13% of the difference in job satisfaction related to security and 1.96% of the difference in job satisfaction related to the workplace. Though, there were no statistically significant between directive leadership and job satisfaction in terms of community connection ( $r = .054$ ,  $p = .442$ ) or job responsibility ( $r = .089$ ,  $p = .201$ ). It appears that while stringent regulations, methodical direction, and ongoing oversight can make teachers feel more comfortable and competent in their work, they will not be beneficial in terms of their independence and relationships with the community.

Regarding work security ( $r = .161$ ,  $p = .020$ ) and job environment ( $r = .158$ ,  $p = .022$ ), supportive leadership shown positive significant relationships with job satisfaction. According to the coefficients of determination, supportive leadership explains 2.59% of the variation in work satisfaction with regard to job security and 2.50% with regard to job environment. However, supportive leadership did not significantly correlate with job satisfaction in terms of job duties ( $r = .087$ ,  $p = .211$ ) or community connections ( $r = .067$ ,  $p = .340$ ). This demonstrates that while job responsibility fulfillment and community relationships are not positively impacted by leadership traits like admiration, inspiration, and concern for the welfare of teachers, security and workplace contentment are.

Regarding job satisfaction with reference to security ( $r = .168$ ,  $p = .015$ ) and work environment ( $r = .157$ ,  $p = .024$ ), there was a substantial correlation among the dependent and independent variables for participatory leadership. Based from the coefficient of determination, participative leadership accounts for 2.46% of the variation in job satisfaction in the workplace and 2.82% of the variation in job satisfaction with regard to security. However, when it came to job duties ( $r = .081$ ,  $p = .247$ ) and community connections ( $r = .053$ ,  $p = .445$ ), there was no significant correlation amongst participatory leadership and job



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satisfaction. It is implied that teachers who actively participate in decision-making and whose ideas are valued feel safer and content with their workplace, but they may not necessarily feel more accountable for their work or connected to the community.

Furthermore, when transactional leadership was evaluated as a whole construct, there emerged a strong positive association with overall job satisfaction of teachers ( $r = .150, p = .031$ ). According to the coefficient of determination ( $r^2 = .0225$ ), transactional leadership based on Path-Goal Theory explains roughly 2.25% of the difference in teachers' job satisfaction. It indicates that while transactional leadership has a relationship on teachers' work satisfaction, other aspects than leadership styles also have an impact.

### **Specific Transactional Leadership Practices Which Emerged Among the School Heads**

The following themes were classified during the in-depth interview which were brought by the following responses:

#### **Theme 1. Setting Clear Rules and Performance Expectations through Meeting**

Clear Rules and Performance Expectation is the first theme that arises and presents how school heads set clear rules, policies and expectation.

*“Our school head set clear rules through meetings” (Participant #2, 2026)*

*“The school head set clear expectations through meetings according to our tasks and designation.” (Participant #9, 2026)*

*“Our school leader sets performance expectation for teachers through a conference; she asks what we know our tasks as teachers. She also informed us about our task or function based on our designation and as needed she calls for the attention of the teacher whenever she gives task or responsibility on that teacher. It is a challenge at the same time a motivation in a sense that setting expectation is guiding us to do our task based on our function as a teacher. That's it!” (Participant #7, 2026)*

*“She has set standards after analyzing the provided data and performances, especially for the Journalism Club and reading initiatives on campus. She offers a plan along with tough challenges; however, some of the expectations have been perceived as hard to fulfill and thus need more preparation.” (Participant #8, 2026)*

The answers provided by the participants are directly related in the sense that all of them demonstrate the practice carried out by the school head, who sets clear expectations by practicing performance-based communication. Nevertheless, each answer reveals its own unique aspects which can help further understand the expectations set by the leader. Lea (2023) claimed in his study that directive leadership dimension, where employees are given clear instructions by the leader regarding procedures, expectations, and the most effective way to do tasks. However, the research conducted by St. Thomas University Online (2022), states that transactional leadership operates via clearly defined expectations, communication channels, performance evaluation, and accountability procedures to ensure organization's coherence. Moreover, in line with Iqbal & Muzamil (2025), school leadership appears to be multi-dimensional in nature, comprising not only transactional styles that include reward and punishment but also directive, participative, supportive, and achievement-oriented styles as well.

#### **Theme 2. Remind and Reprimand Principle**



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The theme emphasizes that school heads promote discipline and accountability through reminders and corrective feedback, helping teachers improve performance and maintain a structured work environment.

*“When reports were late, the school head reminded teachers promptly and emphasized accountability.” (Participant #2, 2026)*

*“Our school head reprimands our mistake thru close door meeting.” (Participant #5, 2026)*

*“She calls the attention of the teacher to report to her office.” (Participant #8, 2026)*

*“Kinikilala niya. Wala pang professional sanction. Mentor-mentor pa. Guide-guide lang.” [She still recognizes. There has been no professional sanction. She mentors the teacher. She guides the teacher.] (Participant #6, 2026)*

*“Our school head corrects our mistakes when it comes to submitted documents that have some errors. His way of correcting us helps to accomplish needed tasks.” (Participant #3, 2026)*

The responses given by the participants are very much interrelated because they all show how the remind and reprimand concept is applied to instill discipline and accountability among the teachers. The importance of management by exception, which is an important part of transactional leadership, has been underlined in the study conducted by Cheng and Zhu (2025).

### **Theme 3. Recognition and Reward System**

The theme highlights that school heads motivate teachers by recognizing and rewarding their achievements, making them feel valued and encouraging continued high performance and commitment to school goals.

*“Through public recognition, certificate, and commendations during flag ceremony or meetings.”(Participant #2, 2026)*

*“She recognizes it in a way that, for example, she will announce it in an awarding. Congratulate the teacher.” (Participant #9, 2026)*

*“The school head acknowledge the teacher during meetings.” (Participant #1, 2026)*

*“Our school head acknowledges teachers’ performance through simply giving praises on our accomplishment, big or small. He also gives us public recognition during flag ceremony or faculty meeting.” (Participant #3, 2026)*

Responses from participants show a high degree of correlation because all of them highlight the importance of school leaders acknowledging the work done by the teachers through formal forms of recognition such as awards and certificates and informal acknowledgment through public appreciation. In accordance with Aljuhma (2023), transactional leadership as an important driver of job satisfaction rests on the premise that to establish an effective environment that encourages productivity and involvement, transactional leadership entails rewarding and recognition as well as a clear set of expectations for employees.

### **Theme 4. Derivative Decision – Making**

The theme emphasizes how school heads incorporate teachers in making decision, giving them an impression of inclusion and importance even though the head of the school has the final say.



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*“Our school head calls us to a teachers’ conference to explain his rules and policies, and to hear how his decision, rules and policies affect us.” (Participant #3, 2026)*

*“The only person whom she gathers whenever there are important matters or concerns to make a decision in our school, she only called for the Head Teachers in each department or the school leaders in each department and sometimes the year level chairperson, so the department head and the year level chairpersons are the one who relayed whatever she wants inform the teachers” (Participant #7, 2026)*

*“Teachers are consulted through meeting and committees before decisions are finalized.” (Participant #2, 2026)*

*“My school head involves teachers to a moderate extent, especially by seeking their input and feedback before enforcing new policies.” (Participant #1, 2026)*

*“Teachers are encouraged to share their ideas and suggestions especially on the learner’s welfare.” (Participant #5, 2026)*

The responses provided by the participants show close association since they portray different levels of derivative or participative decision-making among teachers in schools, wherein teachers are directly or indirectly involved in policy making and implementation. Transcend (2023) emphasized in his study that empowering teachers to make decisions ignites their natural leadership abilities.

#### **Theme 5. Verifying Teacher’s Input through Private Discussion**

The theme highlights that school heads follow up on teachers’ suggestions and concerns through discussions, demonstrating that these inputs are valued and strengthening trust and collaboration.

*“The school head verify the submitted documents and give some remarks/ notes if needed.” (Participant #7, 2026)*

*“By holding private discussions to hear the teacher’s side before deciding.” (Participant #2, 2026)*

*“Before any actions, the school head practices private dialogue with the individual teacher. He First listens to teacher’s perspective and then verifies from facts concerning situation.” (Participant #3, 2026)*

*“When I submit my proposals for innovation in Grade 7, she signed it.” (Participant #9, 2026)*  
*“The school head conducts consultations and open discussions to ensure fairness and transparency.” (Participant #1, 2026)*

*“Dinandangog niya man, pero pag dae talaga and against sa gusto niya, ‘yun iniimpose niya. Pero pag naenlighten man siya, medyo okay naman, nagdadangog man siya. Marami akong ideas na naconsider niya, navalidate niya na pwede naman talaga. Nag-aabot lang sa time na nagcocross ang lines namin pero naexplain man both sides so nagmemeet kami sa gitna.”*

*“She listens to teachers’ ideas and validates them when appropriate, but may still assert her*



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*decision; however, through open discussion, both sides are able to reach a compromise.”.]*  
(Participant #6, 2026)

These responses from the participants share a very strong correlation because all of them continuously stress that the school heads make sure to verify and consult the input of the teachers prior to taking corrective measures or giving recognition. Boylan et al. (2023) discussed that professional engagement is dynamic and will evolve as teachers gain expertise and advance in their careers.

## **Sustainability Plan for School Heads using Project SLATE: Sustaining Transactional Leadership Practices Among Schools Heads for Improved Teachers Job Satisfaction**

### **I. Rationale**

The Sustainability Plan for School Heads is hereby proposed to sustain and strengthen effective leadership practices, which have a substantial impact on teachers’ job satisfaction, professional growth, and school success. The findings of the study showed that the school heads consistently exhibited transactional leadership behaviors based on the Path-Goal Theory dimensions such as achievement-oriented, directive, supportive, and participative, which have a positively correlates on the work environment and teachers’ motivation in the school community. These findings underscore the need to sustain and strengthen these effective leadership practices to continue the school’s effectiveness.

In order to address these needs in a systematic way, the plan is anchored on Project SLATE, which has for 5 major activities Strategic Leadership Development, Leadership Best Practices Institutionalization, Active Community Engagement, Tracking and Evaluation, and Ensuring Leadership Succession. These activities will guide the implementation which will include leadership development, institutionalizing best practices, community engagement, tracking and evaluation, and ensuring leadership succession. The active participation of school heads, teachers, department heads, parents, community stakeholders, and DepED support offices will be very instrumental in ensuring collaborative work.

Overall, the Sustainability Plan serves as a comprehensive roadmap for sustaining effective leadership practices, addressing the gaps identified in the study, and continuously improving teaching, learning, and school management. Through this structured and collaborative approach, the plan aims to create a more supportive, secure, and engaging school environment that promotes both teacher satisfaction and long-term educational success.

### **II. General Objectives**

The proposed sustainability plan for school heads outlines the primary direction of Project SLATE in strengthening school leadership and improving teacher outcomes. These objectives focus on ensuring the continuous enhancement of transactional leadership practices among school heads while fostering a supportive and structured school environment.

1. To guarantee the sustained effectiveness and continuous enhancement of school heads’ leadership practices through the implementation of Project SLATE (Strategic Leadership Development, Leadership Best Practices Institutionalization, Active Community Engagement, Tracking and Evaluation, and Ensuring Leadership Succession)



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2. To sustain and strengthen transactional leadership behaviors based on Path-Goal Theory (achievement-oriented, directive, supportive, and participative leadership) among school heads in order to improve teachers' motivation, engagement, and job satisfaction
3. To establish and maintain a safe, structured, and supportive school environment by producing measurable outcomes such as increased teachers' satisfaction levels, higher participation in professional development and community programs, improved school security, and a systematic leadership succession plan for future school heads.

### III. Description of Activities

#### 1. **Strategic Leadership Development - Project LEAD: Leadership Excellence and Development**

- A. **Leadership Mastery Workshops for School Heads** are structured sessions where transactional leadership styles based on Path-Goal Theory dimensions are introduced, focusing on achievement-oriented, directive, supportive, and participative. Through these workshops, individuals will be able to improve their decision-making, problem-solving, and management skills through interactive lectures, case studies, role plays, and scenario-based workshops. The workshops will give school heads an opportunity to discuss their challenges, analyze solutions to their challenges, and implement strategies in their respective schools.
- B. **One-on-One Leadership Mentoring** pairs each school head with an experienced mentor or coach who offers personalized guidance appropriate to their unique strengths, challenges, and school situation. Through mentoring, school heads are able to reflect on their leadership style, seek positive feedback, and implement new strategies in real-life school settings. The personalized approach ensures that school heads are able to apply leadership concepts to their unique situation, responding to their teachers', learner's, and communities' unique needs.
- C. **School Leadership Action Planning** requires participants to create an actionable leadership plan that fits with the needs of the school, the teacher, and the community. The plans provide a practical blueprint for executing the leadership skills learned in the daily running of the school. The plans help the heads of the schools to effectively manage tasks, prioritize, and utilize effective leadership skills. The plans are made effective through feedback from mentors, participants, and teachers to ensure they remain relevant, effective, and applicable to the overall vision of increasing teacher satisfaction.

#### 2. **Leadership Best Practices Institutionalization - Project STAR: Supporting Teachers through Achievement Recognition**

It aims to identify and reward outstanding teacher performance to increase teacher motivation, satisfaction, and engagement in the school community. The recognition of outstanding performance, innovative teaching strategies, and unwavering commitment to teaching will create a culture of excellence, stimulate improvement, and increase teacher commitment to teaching. The primary participants in Project STAR include all teaching staff in the school. For the project, the school heads, department heads, and members of the school's recognition committee will be the coordinators and evaluators, and the school community, parents, and the community at large may participate indirectly in the project through the recognition programs such as the "Quarterly STAR Teacher Award" award.

The teachers can be nominated by fellow teachers, learners, department heads or school head. The process of selecting the teachers will be transparent, and the school will form an evaluation panel. The school evaluators will establish specific criteria for the awards, which will consider factors like innovation in teaching styles, learner engagement, involvement in the community, teamwork, and performance. The selected teachers will be awarded



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prizes, certificates, or plaques during school functions or quarterly activities. This will also promote positive behavior and motivate other teachers.

### 3. **Active Community Participation - Project ENGAGE: Enhancing Neighborhood Growth through Active Generous Education**

The project focuses on building the relationship between the school and the local community, while also ensuring the involvement of teachers and learners in social responsibility and civic engagement. The project achieves this by ensuring the implementation of structured outreach programs, which include activities like clean-ups, tree planting, coastal conservation, and other community service activities. The main participants are the teachers, school heads, and learners, while the key partners include the Parent-Teacher Association, the barangay, the local government, and others.

They actively support the planning, coordination, and implementation of outreach activities to ensure that they are well-organized, safe, and effective. School head and teachers work together with PTA, barangay, and local organizations in identifying the needs of the community and in planning activities for the community. Each activity is planned, and tasks and responsibilities are defined and assigned accordingly. Teachers and learners actively participate in the activity, which may include a clean-up drive, tree planting, health awareness, or any community service activity.

- A. **“Linis Barangay” Clean-up Drive** This program involves teachers and learners in the cleanliness and beautification of the barangay area, such as the streets, the surroundings of the school, etc. It develops a sense of environmental awareness, discipline, and responsibility among the learners. It also develops cooperation between the school and the barangay. This program enables the learners to have a sense of ownership of a healthy environment.
- B. **Tree Planting Activity** The initiative aims to promote and practice environmental conservation by planting trees within the school and community areas. This activity seeks to promote a sustainable and climate-friendly community with the help of the barangay and environmental organizations. This initiative can help instill a sense of long-term value on the environment among teachers and learners while improving the community’s ecosystem.
- C. **Coastal or River Clean-up** This program, conducted in collaboration with local agencies, focuses on the protection and preservation of the nearby water resources by removing the waste and promoting good waste management habits. The teachers and the learners take an active role in the clean-up activities and, at the same time, learn about the importance of protecting the environment and the need to keep the water clean. This enhances the partnership with external agencies and the significance of the school to the environment.
- D. **Senior Citizens and PWD Support Initiative** This program aims to provide assistance and engagement for senior citizens and persons with disabilities (PWDs) through activities like wellness programs, simple service assistance, and recreational or educational workshops. It also aims to promote a sense of empathy, inclusion, and social responsibility among teachers and learners, as well as the school’s connection with the vulnerable sectors of the community.

### 4. **Tracking & Evaluation - Project INSIGHT: Implementing Strategic Evaluation and Assessment for Growth and Transparency**

It aims to create a systematic framework in the field of Monitoring and Evaluation for school leadership practices and teacher development programs. Its primary aim is to ensure accountability, measure the effectiveness of



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leadership practices, and offer insights into improving school management, teacher satisfaction, and community involvement. Primary participants include school heads, and department heads. Teachers also participate indirectly by providing feedback through surveys, focus group discussions, and performance evaluations. Develop a set of clear indicators and metrics to measure the effectiveness of the leadership, teacher satisfaction, recognition programs, and community engagement. Quantitative and qualitative measurements must be incorporated to obtain a more comprehensive understanding.

Surveys, classroom and school observations, and document analysis must be carried out to obtain the required data on the leadership, teachers, and the overall program outcomes. Analysis of the gathered data must be done to identify the gaps and areas where improvements need to be made. This can be done by comparing the gathered data with the previously obtained results. Reports must be generated at regular intervals, including the findings, recommendations, and best practices. These reports must be shared with the school heads, teachers, and stakeholders to help them make the required improvements in the leadership, recognition programs, and community engagement.

#### 5. **Ensuring Leadership Succession - Project SHIELD: Strengthening Human Investment, Empowering Leadership, and Ensuring a Safe & Secure School**

The project aims to identify, develop, and empower teacher leaders while at the same time enhancing the school's safety and security measures. This project will ensure not only the school's capability to develop and produce effective leaders but also the provision of a safe, secure, and nurturing environment for teachers and learners, as mandated by the DepEd. School heads will identify potential teacher leaders, based on performance, initiative, and leadership aptitude. Use performance appraisals, initiative in school programs, and observed leadership qualities to select candidates. Pair each selected teacher with experienced school heads or mentors who provide guidance, feedback, and practical exposure to leadership responsibilities.

**LEAP Workshop: Leadership Empowerment and Advancement Program** shadowing sessions, and collaborative projects to enhance decision-making, strategic planning, classroom management, and staff supervision skills. Review and update existing safety measures, including emergency procedures, campus monitoring, and compliance with DepEd safety standards, ensuring that school operations remain secure while supporting leadership activities.

#### IV. Sustainability Plan Matrix

Area of Concern (SLATE Component)	Specific Objectives	Activities	People Involved	Timeline	Budget / Resources	Expected Outcome
<b>Strategic Leadership Development</b>	To strengthen school heads' transactional leadership skills in managing teachers and school operations	Project LEAD: Leadership Excellence Development a. Leadership Mastery Workshops	School Heads, Assistant School heads, District Supervisor s, Trainers	Quarterly / Whole School Year	MOOE funds, Division training support, printed modules, training materials	<b>Improved instructional leadership and effective implementation of transactional leadership practices</b>



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		for School Heads				
		b. One-on-one Leadership Mentoring				
		c. School Leadership Action Planning				
<b>Leadership Best Practices Institutionalization</b>	To ensure consistent monitoring and evaluation of teacher performance and compliance	Project STAR: Supporting Teachers through Achievement Recognition Quarterly STAR Award	School Heads, Master Teachers, Department Heads, Teachers	Quarterly	MOOE for monitoring tools, forms, ICT tools (laptops, printers), printing expenses	<b>Improved teacher performance, accountability, and compliance with DepEd standards</b>
<b>Active Community Engagement</b>	To strengthen partnerships between school and stakeholders for support in school programs	Project ENGAGE: Enhancing Neighborhood Growth through Active Generous Education a. “Linins Barangay Clean-up Drive b. Tree Planting Activity c. Coastal or River Clean-up d. Senior Citizens and PWD Support Initiative	School Heads, PTA Officers, LGU Officials, NGOs, Community Leaders	Quarterly	Stakeholder donations, MOOE for meetings, communication materials, outreach funds	<b>Strong stakeholder participation and increased community support for school programs</b>
<b>Tracking and Evaluation</b>	To strengthen data-driven decision-	Project INSIGHT: Implementing Strategic	School Heads, M&E Committee	Quarterly / Bi-annual	Printing of survey tools, ICT tools, data	<b>Improved data-based decision-making and</b>



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	making in school leadership and improve teacher satisfaction	in Evaluation and Assessment for Growth and Transparency	, Teachers, Data Coordinators		management resources	<b>enhanced teacher job satisfaction</b>
<b>Ensuring Leadership Succession</b>	To ensure continuity of effective leadership practices and institutional memory	Project Shield: Strengthening Human Investment, Empowering Leadership, and Ensuring a Safe and Secure School LEAP Workshop	School Heads, Senior Teachers, Master Teachers, Division Officials	Annual / Ongoing	MOOE for training, documentation materials, mentoring sessions	<b>Sustained leadership continuity and institutionalized school leadership practices</b>

## V. Monitoring and Evaluation

The monitoring and evaluation (M&E) phase of Project SLATE is an organized and ongoing procedure designed to facilitate the effective execution of its five elements namely; Project LEAD, STAR, ENGAGE, INSIGHT, and SHIELD by conducting regular assessments of its progress, accomplishments, and impact. The M&E phase entails the gathering and analysis of relevant data through classroom observations, teacher performance evaluations, surveys on teacher job satisfaction, feedback from stakeholders, and School Monitoring, Evaluation, and Adjustment (SMEA) reports. In other words, M&E helps to determine whether the transactional leadership skills of school heads have been successfully maintained and how they affect teacher motivation and satisfaction. Quarterly and annual reviews of findings would be done to highlight strengths, pinpoint weaknesses, and make data-driven decisions to improve school operations.

The combined results of this study indicate that there is a strong but weak correlation between teachers' job satisfaction and school heads' leadership behaviors as operationalized through Path-Goal Theory dimensions. While qualitative findings offered contextual explanations demonstrating that these leadership behaviors are inconsistently practiced and frequently restricted to procedural compliance rather than full participative engagement, quantitative results using Pearson correlation revealed weak relationships between leadership dimensions and job satisfaction indicators.

Overall, this indicates that although leadership behaviors exist in schools, the degree and consistency of their application vary, which associates to the explanation of the poor statistical correlations found. Therefore, rather than being a major deciding element, leadership has a limited and contextual correlates on job satisfaction.



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## CONCLUSION

This study looks at how transactional leadership based on Path-Goal Theory correlates teachers' job happiness. According to the current study's findings, transactional leadership styles have significant but marginally optimistic effect on teachers' job satisfaction. Despite the fact that many other factors may potentially influence teachers' attitudes toward work, these statistical associations demonstrate that transactional leadership has a considerable influence on teachers' job satisfaction, despite the relatively modest percentage of explained variance. The current study recommends creating and executing a long-term strategy for school administrators to guarantee and enhance their leadership abilities, which have a significant influence on teachers' job happiness, the school's proficient growth, and the organization's general effectiveness. The current study's findings demonstrated that school administrators exhibit achievement orientation, directive behavior, supportiveness, and decision-making participation, all of which have an encouraging effect on the work atmosphere and boost teachers' motivation within the educational institution. Nonetheless, certain locations that needed extra care were found. This essentially demonstrates that maintaining and enhancing the study's favorable outcomes calls for a methodical, long-term approach.

In conclusion, many individuals in the educational sector believe that transactional leadership styles have a significant influence on teachers' job happiness. The research will help teachers perform better, support their schools, and improve students' performance in the classroom. Making sure that everyone is aware of what is expected of them is part of understanding transactional leadership styles. Giving teachers feedback and praising exceptional work will also help them manage their responsibilities. Since students are the main beneficiaries of education, it should be noted that the study's conclusions will have a significant impact on them. They can perform significantly better and achieve academic achievement. It is made feasible by teachers' transactional leadership abilities and job happiness. The practices and regulations that support a supportive workplace for teachers will also be impacted by this research. In the long run, it will benefit the students. The Department of Education will be able to determine the adjustments required to enhance teacher competence, motivation, and work satisfaction with the aid of this research. The outcomes of this study will also be useful to future researchers. This study can help future researchers create programs and treatments to improve school and district leadership. The most recent methods for training and mentoring educational leaders who make sure that a supportive learning environment is created for teachers can be the subject of additional research. It is anticipated that this work will lead to additional research and developments on the subject of educational leadership.

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