

TEACHERS' ORGANIZATIONAL COMMITMENT: THE ROLE OF TRANSFORMATIONAL LEADERSHIP STYLE AND JOB SATISFACTION

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Abstract

Enhancing teachers' job satisfaction and organizational commitment is essential for cultivating a motivated and dedicated workforce, which directly impacts educational quality and student achievement. This study examined the role of transformational leadership style and job satisfaction in influencing the organizational commitment of teachers. Using a descriptive correlational research design, data were gathered from 100 public elementary school teachers in District IX, Biñan City, Laguna, during the school year 2024–2025. Self-administered questionnaires were used to measure teachers' job satisfaction, organizational commitment, and perceptions of their school heads' transformational leadership behaviors.

The findings revealed that both job satisfaction and transformational leadership style positively correlate with teachers' organizational commitment. Among the two, job satisfaction showed a stronger relationship, suggesting that teachers who are more satisfied with their jobs tend to be more committed to their organizations. These results emphasize the importance of fostering a positive work environment and supportive leadership practices. School administrators are encouraged to implement strategies that enhance job satisfaction and promote effective leadership to strengthen teachers' organizational commitment.

"Keywords: Job Satisfaction; Organizational Commitment; Transformational Leadership; Teachers"

Introduction

Organizational commitment among teachers is extensively recognized as a foundation of educational success, impacting not only schoolteacher retention and performance but also pupil achievement and overall school effectiveness (Mwesigwa, Tusiime, & Ssekiziyivu, 2020). Teachers who show high situations of commitment are more likely to be engaged, motivated, and devoted to their responsibilities, thereby positively impacting pupil learning outcomes and the broader educational setting (Pergamino & Yuayan, 2021). Central to fostering similar commitment are factors like leadership style and job satisfaction, which play vital roles in shaping teachers' professional experiences and attitudes (Tesfaw, 2014).

Transformational leadership, characterized by attributes similar as idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, has surfaced as a particularly influential leadership style in educational settings (Bass & Riggio, 2006). Leaders who embody transformational actions

inspire and motivate their followers by aligning individual goals with those of the organization, fostering an environment of trust, innovation, and individual growth (Menon, 2014). In schools, school heads who exercise transformational leadership can significantly impact teachers' job satisfaction and their commitment to the institution (Gao, Hamid, & Mansor, 2024).

Empirical studies have demonstrated a positive relationship between transformational leadership and teachers' job satisfaction. Teachers who perceive their leaders as transformational frequently feel more empowered, valued, and supported in their professional roles (Tesfaw, 2014). Such leadership fosters a work environment that encourages autonomy, collaboration, and nonstop development — all essential factors of job satisfaction (Kouni, Koutsoukos, & Panta, 2018).

Beyond job satisfaction, transformational leadership also contributes significantly to teachers' organizational commitment. Leaders who communicate a clear vision, make trust, and involve teachers in decision-making processes can cultivate a sense of purpose and belonging among faculty members (Menon, 2014). This, in turn, enhances teachers' emotional attachment to their institutions and their willingness to remain dedicated and committed (Zhang, Huang, & Xu, 2022).

Job satisfaction itself is nearly linked to organizational commitment. Satisfied teachers are more likely to be committed to their schools, show lesser enthusiasm in their work, and show lower levels of turnover intention (Pergamino & Yuayan, 2021). When teachers witness favorable working conditions, recognition, opportunities for career advancement, and supportive leadership, they tend to display a stronger commitment to their institutions (Mwesigwa et al., 2020).

While numerous studies have explored the individual impacts of transformational leadership and job satisfaction on organizational commitment, there remains a need for a more intertwined understanding of how these two variables inclusively impact teachers' organizational commitment. This study aims to address the role of transformational leadership style and job satisfaction in influencing the organizational commitment of teachers. By exploring these connections, this exploration seeks to give empirical evidence that may guide academy leaders and policymakers in developing strategies that promote a committed and satisfied teaching workforce. Enhancing transformational leadership practices and improving job satisfaction can help produce a positive and productive school culture that supports both educator well-being and institutional success.

Background of the Study

The education sector plays a pivotal role in shaping the future of any nation. At the heart of this sector are teachers, whose contributions significantly influence students' learning experiences, academic achievement, and overall school performance. As the foundation of educational institutions, teachers must be motivated, supported, and committed to their profession in order to foster positive learning environments. In this context, understanding the factors that influence teachers' organizational commitment is essential to ensuring long-term success in the education system.

Organizational commitment refers to the extent to which teachers identify with and are emotionally invested in the goals and values of their schools, their willingness to exert effort on behalf of the institution, and their intent to remain within the organization. High levels of organizational commitment among teachers are associated with improved job performance, reduced absenteeism, and lower turnover rates. Conversely, low organizational commitment can result in decreased motivation, dissatisfaction, and eventual attrition. Identifying the key drivers of organizational commitment is therefore critical for school administrators and policymakers seeking to strengthen educational institutions.

Among the most influential factors linked to organizational commitment is job satisfaction. Teacher job satisfaction is defined as the extent to which educators feel content with various aspects of their professional life, including compensation, working conditions, relationships with colleagues and administrators, and opportunities for career development. Satisfied teachers are more likely to stay in the profession, perform

better in the classroom, and maintain a high level of engagement with their students. In contrast, low job satisfaction may lead to burnout, stress, and poor instructional quality. Understanding the specific contributors to teacher job satisfaction within a particular educational context such as the Division of Biñan City is crucial in addressing challenges and promoting teacher well-being.

Another significant factor influencing organizational commitment is transformational leadership style. Transformational leaders inspire and motivate their followers by articulating a compelling vision, fostering trust, demonstrating high ethical standards, and encouraging innovation and personal development. In schools, transformational principals or administrators can positively impact teacher morale, satisfaction, and commitment by creating a supportive and empowering work environment. Teachers who perceive their leaders as transformational are more likely to feel valued, respected, and committed to their organization's mission and goals.

This study focuses on examining the role of transformational leadership style and job satisfaction in influencing teachers' organizational commitment within District IX of the Division of Biñan City, Laguna. By exploring how these two variables affect commitment levels, the research aims to provide empirical insights that can guide school leadership practices and policy interventions. Understanding the relationships among these factors can help identify strategies for improving teacher retention, engagement, and overall performance.

In an era where teacher turnover, burnout, and disengagement are growing concerns, promoting job satisfaction and commitment through effective leadership is more important than ever. This study endeavors to contribute to the ongoing efforts to build a more resilient and dedicated teaching workforce by shedding light on the interconnected roles of leadership style and workplace satisfaction in shaping organizational commitment. Ultimately, fostering a committed and satisfied teaching force can enhance the quality of education and support the long-term goals of the education system in Biñan City.

Theoretical Framework

This study is grounded in two major theories that explain the relationships between leadership, job satisfaction, and organizational commitment: Bass's Transformational Leadership Theory and Meyer and Allen's Three-Component Model of Organizational Commitment. These theories provide a solid foundation for examining how leadership styles and job satisfaction contribute to the level of organizational commitment among teachers.

Transformational Leadership Theory, developed by Bernard Bass (1985) and later expanded with Riggio (2006), posits that transformational leaders have the ability to inspire and motivate followers beyond expectations by creating a compelling vision, fostering a supportive environment, and addressing the individual needs of each member. This theory identifies four core components of transformational leadership: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. In the context of education, school leaders who exhibit these characteristics are more likely to encourage teacher engagement, professional growth, and emotional connection to the institution. These conditions, in turn, foster a stronger commitment to the organization. Transformational leaders influence not only the performance of their staff but also shape the culture and morale within the school, which are critical elements in developing a committed workforce.

Complementing this leadership framework is the Three-Component Model of Organizational Commitment proposed by Meyer and Allen (1991). This model categorizes organizational commitment into three dimensions: affective commitment, or the emotional attachment to the organization; continuance commitment, or the awareness of costs associated with leaving the organization; and normative commitment, or the perceived obligation to remain with the organization. Among these three, affective commitment is considered the most influential in terms of positive organizational outcomes such as higher performance,

lower turnover, and increased job satisfaction. Teachers who feel emotionally connected to their schools are more likely to go beyond their required duties and remain loyal to their institutions.

These two theoretical frameworks are highly relevant to the present study. Transformational leadership is believed to foster a school culture that supports job satisfaction and nurtures a sense of belonging among teachers. In turn, satisfied teachers are more likely to develop strong organizational commitment, particularly in terms of affective commitment. Moreover, job satisfaction serves as both an outcome of leadership and a predictor of organizational commitment, forming a crucial link between leadership style and employee loyalty.

In the context of this research, which is focused on public elementary school teachers in District IX of the Division of Biñan City, Laguna, these theories will be used to examine how transformational leadership and job satisfaction contribute to teachers' organizational commitment. By applying these theoretical perspectives, the study aims to uncover the mechanisms through which school leadership and workplace satisfaction influence the retention, motivation, and long-term engagement of teachers within the educational system.

Conceptual Framework

Figure 1 illustrates how the researcher approaches this investigation. It shows the variable which the researcher put under study in her desire to further knowledge in the field of educational management.

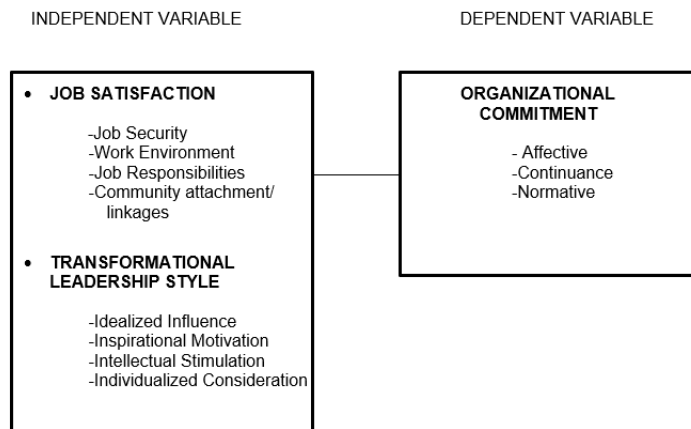


Figure 1. Research Paradigm of the Study

Figure 1 is the paradigm and it signifies the variables consider are role of transformational leadership style and job satisfaction in influencing the organizational commitment of teachers. Teachers' job satisfaction is the independent variable such as job security, work environment, job responsibilities, community attachment and linkages. The other independent variable is transformational leadership style such as idealized influence, inspirational motivation, intellectual stimulation, individualized consideration. On the other hand, the dependent variable is teachers' organizational commitment such as affective, continuance, normative commitment. The paradigm implies that the study focuses on investigating the effect of transformational leadership style and job satisfaction on teachers' organizational commitment.

Statement of the Problem

This study aimed to know the role of transformational leadership style and job satisfaction in influencing the organizational commitment of teachers.

Specifically, it aimed to answer the following questions:

1. How is the profile of the respondents be described as to:
 - 1.1 Age
 - 1.2 Gender
 - 1.3 Civil Status
 - 1.4 Highest Educational Attainment
 - 1.5 Teaching Experiences
2. What is the perception level of the respondents in job satisfaction in terms of:
 - 2.1. Job Security
 - 2.2. Work Environment
 - 2.3. Job Responsibilities
 - 2.4. Community attachment/linkages
3. How do the respondents perceive the level of transformational leadership style of their school head?
4. What is the perception level of the respondents in organizational commitment in terms of:
 - 4.1. Affective
 - 4.2. Continuance
 - 4.3. Normative
5. Is there a significant relationship between teachers' job satisfaction and their organizational commitment?
6. Is there a significant relationship between teachers' perception of transformational styles and their organizational commitment?

Hypothesis

The study attempted to test:

There is no significant relationship between teachers' job satisfaction and their organizational commitment.

There is no significant relationship between teachers' perception of transformational leadership styles and their organizational commitment.

Significance of the study

The researcher hopes that the findings of the study may be beneficial for the following:

Department of Education (DepEd) Officials. They may use the study's findings to create or revise policies and programs that support effective leadership practices and improve teacher satisfaction and retention. This may help in achieving quality education standards across schools.

Policy Makers in the Education Sector. The study provides evidence-based insights that may inform legislation or guidelines related to school leadership training, teacher support systems, and workplace improvement. Better-informed policies may lead to stronger school systems.

School heads. This study may provide valuable insights and guidance for school heads seeking to create a positive and effective educational environment. By leveraging this knowledge, school heads may cultivate a culture of support, collaboration, and excellence that benefits both teachers and students.

Teachers. This study may provide valuable insights that may inform strategies to improve the overall effectiveness and well-being of teachers, ultimately benefiting the entire school community.

Students. Better teacher performance leads to improved student learning, classroom engagement, and academic achievement.

Researchers and Academicians. This study adds to the existing body of knowledge on leadership and education. It may serve as a reference for future studies related to educational leadership, job satisfaction, or organizational behavior in schools.

Scope and Limitations of the Study

For this study, the respondents are the public elementary teachers of District IX at Biñan City, Laguna because they need assistance particularly in areas that influence their retention, motivation, and long-term engagement within the educational system. This study is a qualitative descriptive type of research that describes a population, situation, or phenomenon that is being studied. Adapted questionnaire was used. Purposive sampling was used. The survey was conducted through a survey form so each teacher can complete the survey. The demographics were acquired using a demographic survey.

The study was concerned with the collection of data about the role of transformational leadership style and job satisfaction in influencing the organizational commitment of teachers. The researcher secured first the approval letter before conducting the study. After securing the letter needed, permission from the research adviser will seek to administer the survey questionnaire to the public elementary teachers of District IX at Biñan City, Laguna. An approval letter was sent to the principal of teachers. The questionnaire will be given after the approval has been approved.

Definition of Terms

Affective Commitment. It refers to the emotional attachment an employee has towards the organization.

Community attachment/linkages. It refers to the connections and collaborations between schools and the local community. It involves establishing and maintaining positive relationships with various stakeholders outside the school, such as parents, community organizations, local businesses, and government agencies.

Continuance Commitment. It refers to the level of commitment where an employee would think that leaving an organization would be costly.

Idealized Influence. It refers to how school heads serve as role models for teachers. It highlights the ability of leaders to earn trust and respect through ethical behavior, integrity, and dedication. When school leaders demonstrate strong values and set high standards, teachers are more likely to feel inspired and committed to their organization.

Inspirational Motivation. It refers on how school leaders communicate a clear vision and motivate teachers toward shared educational goals. Through encouraging words, enthusiasm, and high expectations, school leaders inspire teachers to go beyond their self-interest and commit to the success of their school community.

Individualized Consideration. It involves the personal support and attention school leaders give to each teacher. In this study, it reflects how principals or school heads recognize the unique needs and contributions of their teachers, provide mentorship, and support their professional growth—fostering a stronger emotional connection and loyalty to the school.

Intellectual Stimulation. It refers to how school heads encourage teachers to think creatively and solve problems independently. In this study, intellectual stimulation is seen when leaders challenge existing practices, promote innovation, and support teachers in exploring new teaching methods—leading to greater job satisfaction and a deeper commitment to the organization.

Job Responsibilities. It refers to the functions an employee has to perform to succeed in the position such as duties, moral and ethics.

Job Satisfaction. It reflects the extent to which employees find their work fulfilling, enjoyable, and rewarding.

Job Security. it refers to the salary, rewards performance, recognition and promotion. It involves providing teachers with a supportive and stable work environment.

Leadership Style. It refers to the characteristic behaviors and approaches that a leader demonstrates when directing, guiding, and influencing others within an organization or group.

Normative Commitment. It refers to the level of commitment where an employee feels obligated to stay in the organization, where they feel, staying in the organization is the right thing to do.

Organizational Commitment. It refers to an individual's emotional attachment, loyalty, and identification with their organization. In this study, it reflects the extent to which teachers are dedicated to and engaged with their school's goals, values, and mission.

Transformational Leadership Style. It is referring to a leadership style that focuses on inspiring positive changes and transformation within individuals and organizations.

Work Environment. It refers to the policies, organizational structures physical and emotion.

Research Design

This study utilized a descriptive correlational study design to examine the relationship teachers' job satisfaction and organizational commitment as moderated by transformational leadership style. (McCombes, 2019) A descriptive type of research aims to accurately describe a population, situation, or phenomenon that is being studied. The teacher's demographics will be acquired using a demographic survey.

Specifically, it is correlational. McCombes (2019) defines a correlational research strategy that examines the link between two variables without allowing the researcher to manipulate either of them. The study was concerned with the collection of data about the role of transformational leadership styles and job satisfaction in influencing the organizational commitment of teachers.

Purposive sampling is the purposeful selection of respondents based on their ability to provide information on a particular topic, idea, or phenomenon. The researcher secured first the approval letter before conducting the study. After securing the letter needed, permission from the research adviser was sought to administer the conduct survey questionnaire to the teachers of District IX at Biñan City Laguna. An approval letter was sent to the school heads of elementary schools of District IX at Biñan City Laguna. The questionnaire was given after the approval has been approved.

The survey was conducted thru a printed form in a site and setting chosen by the researcher, so each participating teachers survey form to complete the survey. This study was the quantitative descriptive type of research.

Respondents

For this study, the respondents were the public elementary teachers of District IX at Biñan City, Laguna because they need assistance particularly in areas that influence their retention, motivation, and long-term engagement within the educational system. Purposive sampling was used.

Table 1

Teachers of District IX at Biñan City, Laguna

| School | Population |
|--|------------|
| 1. Timbao Elementary School | 27 |
| 2. Southville 5 Elementary School | 31 |
| 3. Loma Elementary School | 23 |
| 4. Our Lady of Lourdes Elementary School | 19 |
| TOTAL | 100 |

Research Instruments

Survey questionnaires were the main instrument in gathering the data. The questionnaires were adapted by the researcher and the tool for profile were self-made by the researcher that were used to describe the respondents' profile and to gather information needed in the study.

The questionnaire had four parts. Part I was a demographic profile of the teachers. Part II was Job Satisfaction Survey Questionnaire, the Minnesota Satisfaction Questionnaire. Copyright 1967 were utilized in this study. The interpretation is very satisfied, satisfied, dissatisfied, and very dissatisfied. Part III was the Teacher's Organizational Commitment Scale. Copyright 1978 by Rezazadeh & Azizi 2013 were utilized in this study. The interpretation is practiced and not practiced at all. Part IV was the Teacher's Leadership Style Questionnaire. Copyright 1993 by Miller, Allen, & Smith, 1993 were utilized in this study. The interpretation is fully manifested and not at all.

| Point Score | Verbal Interpretation | | | Range Interval | |
|-------------|-----------------------|----------------------|-------------------|----------------|---------------|
| 4 | Very Satisfied | Highly Practiced | Highly Manifested | 3.50 - 4.0 | |
| 3 | Satisfied | Practiced | Manifested | 2.50 - 3.49 | |
| 2 | Dissatisfied | Less Practiced | Rarely Manifested | 1.50 - 2.49 | |
| 1 | Very Dissatisfied | Not Practiced at All | Not At All | 1.0 - 1.49 | ange Interval |
| 4 | Satisfied | Practiced | Manifested | 3.50 - 4.0 | |
| 3 | Satisfied | Practiced | Manifested | 2.50 - 3.49 | |
| 2 | Dissatisfied | Less Practiced | Rarely Manifested | 1.50 - 2.49 | |
| 1 | Very Dissatisfied | Not Practiced at All | Not At All | 1.0 - 1.49 | |

In validating the instruments, the researcher presented the research instruments to the adviser for the necessary inputs and corrections to improve the questionnaires. After the corrections have been employed, the researcher sought the assistance of the experts who validated the reliability and validity of the instruments. After the corrections have been employed, the researcher secured first the approval of the adviser, statistician, and the principals of District IX elementary schools at Biñan City Laguna for conduct the pilot testing.

Research Procedure

The study was concerned with the collection of data about the role of transformational leadership style and job satisfaction in influencing the organizational commitment of teachers.

The researcher secured first the approval letters before conducting the study. After securing the letters needed, permission from the research adviser and statistician was sought to administer the survey questionnaire to the teachers of District IX elementary schools at Biñan City, Laguna. The questionnaire was given after the approval has been approved.

Statistical Treatment

The descriptive statistics such as mean and standard deviation were used to describe the respondents' perception on the organizational commitment, transformational leadership style and job satisfaction. Pearson Product-Moment Correlation (Pearson r) were used to determine the relationship between teachers' organizational commitment on school heads' leadership style and teachers' job satisfaction. Significant relationship was tested at 5 % level of significance.

Table 2*Profile of the respondents according to Gender*

| Gender | Frequency | Percentage |
|---------------|------------------|-------------------|
| Male | 18 | 18% |
| Female | 82 | 82% |
| Total | 100 | 100% |

Table 2 presents the gender distribution of the 100 respondents, Female 82% (82 respondents) and Male 18% (18 respondents). This is an indication of a female-preponderant teaching population in the sample.

The statistics show a widely reported trend, the profession of teaching is mostly female, particularly in primary and elementary education. UNESCO (2019) states that globally, the teaching force, especially in early childhood and primary education, is predominantly female. In the Philippines and most nations, women comprise more than 70% of teachers, particularly in public schools (DepEd, 2020).

Female teachers would possibly report a different set of motivators and stressors in job satisfaction in comparison to their male counterparts. For example, teamwork, considerate leadership, and work-life balance are possibly more important to women.

Klassen & Chiu (2010) discovered that female teachers experience more emotional exhaustion but also higher job satisfaction when emotionally supported and empowered by their leaders. Transformational leadership, which focuses on inspirational motivation, individualized consideration, and emotional intelligence (Bass & Avolio, 1994), can thus have a more significant moderating effect on job satisfaction for female teachers.

Organizations can have differential commitment by gender based on social expectations, patterns of tenure, or values of work. Female educators can be more affectively committed, particularly if they are treated with respect and involved in school culture. Based on one study, Yucel and Bektas (2012) infer that female teachers tend to demonstrate lower affective and normative commitment, which reflects commitment due to emotion and moral duty. Since transformational leadership has been found to produce affective commitment through establishing trust and psychological safety, especially in collaborative settings where women excel (Eagly & Carli, 2003).

Overwhelming female presence necessitates that the leadership styles in schools are in touch with the distinctive motivational and relational dynamics of female employees. Transformational leadership, being inclusive and emotionally intelligent, can have a positive impact on both satisfaction and commitment of female teachers.

Table 3*Profile of the respondents according to Age*

| Age | Frequency | Percentage |
|------------------------|------------|-------------|
| 25 years old and below | 1 | 1% |
| 26-30 years old | 28 | 28% |
| 31-35 years old | 17 | 17% |
| 36-40 years old | 22 | 22% |
| 41-45 years old | 18 | 18% |
| 46-50 years old | 6 | 6% |
| 51 years old and above | 8 | 8% |
| Total | 100 | 100% |

Table 3 indicates the profile of respondents from the teachers, and most teacher respondents (67%) are aged 26–40 years old, indicating that respondents are primarily made up of early to mid-career teachers. This demographic would normally be actively seeking career development and professional improvement. In accordance with Ingersoll (2001), mid-career teachers are also more willing and receptive to organizational change and, therefore, more responsive to transformational leadership. They would also be higher in organizational commitment when facilitated by visionary and empathetic leaders (Bass & Riggio, 2006).

There are only 1% 25 and below and 8% 51 and above. The figure indicates a low rate of turnover among new teachers or perhaps a small number of veteran teachers staying in the profession, which could be indicative of retirement patterns. Younger teachers tend to suffer from "reality shock" (Veenman, 1984), which can have a negative impact on their job satisfaction without appropriate support. In contrast, older teachers may feel less connected to institutional reforms unless they are valued and involved (Day & Gu, 2009).

Studies have demonstrated that job satisfaction tends to grow with age and experience up to a given point (Herzberg, 1966). This is largely due to increased stability, self-efficacy, and improved career expectations.

Allen and Meyer's (1990) three-component model of organizational commitment infer that affective commitment (emotional bonding) can be stronger with older workers, while continuance commitment (cost of exit) can have a greater impact on middle-aged workers. The age split of teacher respondents, with the 26–40 age group dominating, reflects the career stage where professional development and leadership involvement are important. Having both younger and older teachers, though in smaller proportions, offers a comprehensive view of how transformational leadership can differentially affect job satisfaction and commitment at different stages of life. Based on Ingersoll (2001), Bass & Riggio (2006), and Allen & Meyer (1990), this demographic information emphasizes the need for age-specific leadership interventions in maintaining teacher motivation and organizational commitment.

Table 4*Profile of the respondents according to Civil Status*

| Civil Status | Frequency | Percentage |
|---------------------|------------------|-------------------|
| Single | 35 | 35% |
| Married | 65 | 65% |
| Separated | 0 | 0% |
| Widowed | 0 | 0% |
| Total | 100 | 100% |

Table 4 shows civil status distribution of the teacher respondents, married 65% (65 respondents), single 35% (35 respondents), separated 0%, and widowed 0% with a total of 100 teacher respondents.

Most (65%) of the teacher respondents are married. This demographic information is critical when considering organizational commitment and job satisfaction since marital status can have a substantial impact on work-life balance, motivation, and employment stability. Married employees, as found by a study conducted by Ng and Feldman (2010), are likely to demonstrate greater organizational commitment due to greater financial and family obligations, which make them appreciate job security and stable work environments.

Transformational leadership—defined by support, recognition, and building relationships—can be especially useful for married teachers, who might want a workplace culture that matches their family-values orientation (Bass & Riggio, 2006).

The 35% of teacher respondents who are single might have different workplace expectations. They tend to appreciate career development, recognition, and mentorship, and might be more willing to accept job mobility if they do not feel supported. As per Erdogan, Kraimer, & Liden (2004), unmarried professionals tend to have greater aspirations for personal development, and job satisfaction is heavily dependent on perceived organizational support and leadership style. This indicates that transformational leadership, which involves encouraging individual attention and mental stimulation, can significantly influence single teachers' job satisfaction and retention.

Married teacher participants may show continuance and normative commitment (Meyer & Allen, 1991) to remain with an organization because of personal/family responsibility and sense of obligation, whereas single participants may show higher affective commitment if they are emotionally attached and valued in the workplace.

The presence of both unmarried and married persons indicates the necessity for flexible leadership styles. Transformational leaders who can identify different needs—offering autonomy, emotional support, and professional growth—are more likely to create inclusive commitment and satisfaction among different civil status groups.

Table 5*Profile of the respondents according to Highest Educational Attainment*

| Highest Educational Attainment | Frequency | Percentage |
|--------------------------------|------------|-------------|
| Bachelor's Degree | 30 | 30% |
| With Master's Degree | 52 | 52% |
| Master's Degree | 16 | 16% |
| With Doctorate Units | 2 | 2% |
| Doctorate Degree | 0 | 0% |
| Total | 100 | 100% |

Table 5 presents the teacher respondents' profile by highest educational attainment. Together, 68% of the teacher respondents (52 + 16) have a Master's degree or are studying for a Master's degree, and 2% are enrolled for Doctorate units. This indicates a high degree of professional growth among the teaching community. As per Darling-Hammond et al. (2017), teachers who possess postgraduate qualifications are likely to be more instructionally efficacious, professional, and dedicated to the teaching field. They are more likely to reflect on their practices and continue learning. This fits perfectly with the transformational leadership model, where intellectual stimulation is a key element that appeals to educators who cherish ongoing learning and development (Bass & Avolio, 1994).

Teachers who are seeking higher education tend to want meaningful employment, leadership participation, and decision-making. If these are not met, it can result in job dissatisfaction. Skaalvik & Skaalvik (2010) agree that teachers who are more qualified might be less satisfied with their work if their qualifications are not used or appreciated. Transformational leadership can prevent this by delegating authority to teachers, fostering creativity, and providing appreciation.

Higher-educated teachers will tend to have greater affective commitment when they perceive that their abilities are contributing significantly to the organization. Nevertheless, if career development opportunities are not available, their commitment may decrease.

Studies by Meyer & Allen (1991) indicate that affective commitment is highest when employee capability and organizational support are congruent—an aspect in which transformational leadership has an important role to play.

Table 6*Profile of the respondents according to Teaching Experiences*

| Teaching Experiences | Frequency | Percentage |
|----------------------|------------|-------------|
| 5 years and below | 26 | 26% |
| 6-10 years | 43 | 43% |
| 11-15 years | 13 | 13% |
| 16-20 years | 12 | 12% |
| 21-25 years | 4 | 4% |
| 26-30 years | 1 | 1% |
| 31 years and above | 1 | 1% |
| Total | 100 | 100% |

Table 6 presents the profile of teacher respondents based on teaching experiences. Almost half (46%) of the teacher respondents have 5 years or less of teaching experience, and 69% are within the 0–10 year range. This indicates a largely young or early-career teaching force in the study. As per Ingersoll & Strong (2011),

novice teachers are likely to face difficulties regarding workload, classroom management, and school culture adaptation. Their satisfaction with work is greatly determined by the quality of leadership and mentoring they experience.

This makes transformational leadership very applicable, as it encourages inclusive and motivational settings that make early-career teachers feel appreciated and inspired (Bass & Riggio, 2006).

Teachers with greater tenure tend to have stronger organizational commitment, which is spurred by a feeling of belonging, job security, and closer identification with the institution.

Meyer & Allen's (1991) model predicts that affective and normative commitment will rise with years of service. With newer teachers, though, such commitment must be constructed through emotional involvement, trust, and developmental support—testaments to transformational leadership.

High turnover tends to be within the initial five years of teaching. The high percentage of new teachers in your data suggests a possible threat of attrition, particularly if leadership is not seen as supportive. Poor leadership is a leading reason early-career teachers are leaving the profession, as indicated by Borman & Dowling (2008). Transformational leadership may, therefore, mediate turnover intentions by creating job satisfaction and purpose.

Table 7
Perception level of the respondents in Job Satisfaction in terms of Security

| Indicators | Mean | SD | VI |
|---|-------------|--------------|------------------|
| 1. amount of pay for the work I do. | 3.14 | 0.603 | Satisfied |
| 2. chance to be reclassified / be promoted. | 3.18 | 0.500 | Satisfied |
| 3. benefits I receive are good as most other organizations can offer. | 3.17 | 0.620 | Satisfied |
| 4. efforts that I made and rewarded the way it should be. | 3.04 | 0.602 | Satisfied |
| 5. way my job provides a secured future. | 3.26 | 0.562 | Satisfied |
| 6. way I get a full credit for the work I do. | 3.20 | 0.449 | Satisfied |
| 7. being able to take pride in a job well done. | 3.27 | 0.468 | Satisfied |
| 8. way how my pay matches with that for a similar job in other organizations. | 3.15 | 0.575 | Satisfied |
| 9. way how my pay matches with other colleagues in school. | 3.16 | 0.545 | Satisfied |
| 10. opportunities for advancement. | 3.18 | 0.520 | Satisfied |
| Overall | 3.17 | 0.395 | Satisfied |

Legend: 1.0-1.49 (Very Dissatisfied); 1.50-2.49 (Dissatisfied); 2.50-3.49 (Satisfied); 3.50-4.0 (Very Satisfied).

Table 7 shows teachers' job satisfaction in terms of security revealing an overall mean of 3.17 which is verbally interpreted as satisfied however the lowest mean of 3.04 which is also, verbally interpreted as satisfied. It shows that teachers generally perceive their job security as satisfactory, leaning towards a positive outlook. This indicates that, on average, teachers feel relatively secure in their positions.

The standard deviation (SD) values range from 0.449 to 0.620, which implies a moderate level of agreement among teacher respondents. A lower SD, closer to 0.449, suggests that teacher respondents have a more consistent opinion, while a higher SD, around 0.620, indicates slightly more variability in responses.

The findings shows that while teachers generally feel secure in their jobs, there are areas where perceptions slightly differ. The relatively moderate standard deviation values indicate that while there is general agreement, some teacher respondents may feel less secure than others. Addressing specific concerns related to job stability and security policies could further enhance teachers' confidence in their job security.

Job security is the most influential factor in job satisfaction. The result is supported by Greenhalgh and Rosenblatt (1984) justifies the fact that perceived job insecurity results in higher stress, lower commitment,

and lower job satisfaction. These employees, uncertain about the stability of jobs, are more cautious, and it impacts their performance and relationship with others. It is observed that most employees are sure about job security, but there is a segment with insecurity regarding stability. This is based on Meyer and Allen's (1991) organizational commitment model, which posits that higher job security raises affective commitment, with employees being emotionally committed to their organization.

Table 8*Perception level of the respondents in Job Satisfaction in terms of Work Environment*

| Indicators | Mean | SD | VI |
|--|-------------|--------------|------------------|
| 1. policies and practice towards employees of the school. | 3.30 | 0.461 | Satisfied |
| 2. way my school head and I understand each other. | 3.40 | 0.492 | Satisfied |
| 3. spirit of cooperation among and between my colleagues. | 3.35 | 0.575 | Satisfied |
| 4. working environment (heating, lighting, ventilation etc.) | 3.23 | 0.548 | Satisfied |
| 5. way my colleagues are easy to make friends with. | 3.34 | 0.536 | Satisfied |
| 6. way my school head trains his/ her subordinates. | 3.35 | 0.479 | Satisfied |
| 7. feeling of accomplishment I get from the job. | 3.36 | 0.503 | Satisfied |
| 8. way my school head takes care of the complaints of his / her employees. | 3.36 | 0.503 | Satisfied |
| 9. pleasantness of the working conditions. | 3.29 | 0.498 | Satisfied |
| 10. way my school head provides help on hard problems. | 3.35 | 0.539 | Satisfied |
| Overall | 3.33 | 0.405 | Satisfied |

Legend: 1.0-1.49 (Very Dissatisfied); 1.50-2.49 (Dissatisfied); 2.50-3.49 (Satisfied); 3.50-4.0 (Very Satisfied).

Table 8 shows teachers' job satisfaction in terms of work environment revealing an overall mean of 3.33 which is verbally interpreted as satisfied.

However, the lowest mean of 3.23 which is verbally interpreted as satisfied on teachers because these environmental factors influence their physical comfort, mental health, and overall ability to perform their duties efficiently. A well-maintained work environment promotes productivity and motivation, while poor conditions can lead to stress, fatigue, and decreased job performance.

The standard deviation (SD) values range from 0.461 to 0.75, signifying moderate agreement among teacher respondents. The relatively low overall SD of 0.405 indicates that there is a strong level of consistency in teachers' perceptions, suggesting that most respondents share similar views about their work environment.

The data reflects a generally positive perception of the work environment among teachers. However, while the responses show agreement, there is still some variability in perception, meaning that certain aspects of the work environment may need attention to ensure a consistently positive experience for all teachers. Enhancing workplace conditions, fostering teamwork, and ensuring effective communication could further improve job satisfaction in this area.

The result is supported by Environmental Comfort Theory (Vischer, 2007), workers work better when their environment supports them in the best conditions for their work. Heating, lighting, and ventilation all support comfort, lessening stress and enhancing concentration. In teaching, where there is constant standing, talking, and use of the mind, these become even more important. Teachers, in comfort, can direct more energy to effective lesson presentation, student interest, and classroom discipline.

Table 9*Perception level of the respondents in Job Satisfaction in terms of Job Responsibilities*

| Indicators | Mean | SD | VI |
|---|-------------|--------------|------------------|
| 1. "rub elbows" with important people. | 3.18 | 0.500 | Satisfied |
| 2. do things that don't go against my conscience. | 3.19 | 0.526 | Satisfied |
| 3. do work that well suited to my abilities. | 3.29 | 0.498 | Satisfied |
| 4. tell other colleagues how to do things. | 3.17 | 0.473 | Satisfied |
| 5. try something different in my job. | 3.26 | 0.463 | Satisfied |
| 6. do something that makes use of my abilities. | 3.35 | 0.479 | Satisfied |
| 7. develop new and better ways to do the job. | 3.37 | 0.525 | Satisfied |
| 8. do things that don't harm my other colleagues. | 3.39 | 0.530 | Satisfied |
| 9. use my own judgment. | 3.28 | 0.494 | Satisfied |
| 10. job without the feeling I am cheating anyone. | 3.33 | 0.533 | Satisfied |
| Overall | 3.28 | 0.386 | Satisfied |

Legend: 1.0-1.49 (Very Dissatisfied); 1.50-2.49 (Dissatisfied); 2.50-3.49 (Satisfied); 3.50-4.0 (Very Satisfied).

Table 9 shows the teachers' job satisfaction in terms of job responsibilities revealing an overall mean of 3.28 which is verbally interpreted as satisfied.

The data suggests that teachers are generally satisfied with their job responsibilities, feeling that their tasks are manageable, meaningful, and aligned with their expectations. However, the presence of slight variations in perception indicates that some teachers may feel more confident and comfortable in their responsibilities than others.

The standard deviation (SD) values range from 0.463 to 0.533, with an overall SD of 0.386, indicating a moderate level of agreement among teacher respondents. A lower SD suggests that teachers have relatively consistent perceptions about their job responsibilities, while a slightly higher SD in certain indicators reflects some degree of variability in how different individuals experience their roles.

The data shows that teacher respondents are generally satisfied with their job responsibilities, feeling that their tasks are manageable, meaningful, and aligned with their expectations. However, the presence of slight variations in perception indicates that some employees may feel more confident and comfortable in their responsibilities than others. To further improve job satisfaction in this area, organizations may consider strategies such as clearer task delegation, workload balancing, skill development opportunities, and ensuring that job roles align with employees' strengths and career growth aspirations. Addressing these aspects could enhance overall job satisfaction and foster a more engaged workforce.

The result is supported by Deci and Ryan's (1985) Self-Determination Theory states that individuals are happier when they are autonomous in their work and able to make professional decisions. Teachers who have the autonomy to design lessons, choose teaching styles, and plan classroom activities from their experience are more satisfied and loyal to the profession.

Table 10

Perception level of the respondents in Job Satisfaction in terms of Community Attachments/ Linkages

| Indicators | Mean | SD | VI |
|---|-------------|--------------|------------------|
| 1. have a definite place in the community. | 3.54 | 3.013 | Very Satisfied |
| 2. be of some small service to other people. | 3.24 | 0.474 | Satisfied |
| 3. encourage the stakeholders' participation in all school related activities. | 3.27 | 0.510 | Satisfied |
| 4. be somebody in the community. | 3.22 | 0.543 | Satisfied |
| 5. do the community outreach programs. | 3.23 | 0.584 | Satisfied |
| 6. help people's concern in the community. | 3.28 | 0.514 | Satisfied |
| 7. linkages of the school in the immediate community. | 3.23 | 0.510 | Satisfied |
| 8. way my school head takes care of the complaints of parents in the community. | 3.71 | 4.003 | Very Satisfied |
| 9. pleasantness of the school community towards external stakeholders. | 3.31 | 0.526 | Satisfied |
| 10. social position in the community that goes with the job. | 3.24 | 0.452 | Satisfied |
| Overall | 3.33 | 0.619 | Satisfied |

Legend: 1.0-1.49 (Very Dissatisfied); 1.50-2.49 (Dissatisfied); 2.50-3.49 (Satisfied); 3.50-4.0 (Very Satisfied).

Table 10 shows teachers' job satisfaction in terms of community attachments/linkages revealing an overall mean of 3.33 which is verbally interpreted as satisfied.

The highest mean score 3.71 which is verbally interpreted as very satisfied suggests that teachers feel particularly satisfied with certain aspects of their community involvement, which could be due to opportunities for outreach, collaboration, or the sense of fulfillment they get from making a positive impact. On the other hand, the lowest mean score 3.22, though still within the satisfactory range, may indicate areas where teachers feel less connected or see room for improvement in terms of how their jobs facilitate engagement with the community.

The data highlights that teachers generally appreciate the role their work plays in connecting them with the community, though experiences may vary widely. Some teachers feel deeply engaged and find value in these connections, while others may not experience the same level of involvement. To enhance job satisfaction in this area, organizations could consider creating more structured community engagement programs, fostering partnerships with external organizations, and ensuring that all teachers—regardless of their specific roles—have opportunities to contribute meaningfully to the community. Strengthening these linkages can lead to greater job fulfillment, a sense of purpose, and increased overall satisfaction among teachers.

The result is supported by Epstein (2001) highlight the significance of school-community collaboration to enhance teacher morale. When schools collaborate with local businesses, parents, and civic organizations, teachers receive more resources, professional development, and support for their work.

Table 11*Summary Table of Perception level of the respondents in Job Satisfaction*

| Indicators | Mean | SD | VI |
|---------------------------------------|------|-------|-----------|
| Security | 3.17 | 0.395 | Satisfied |
| Work Environment | 3.33 | 0.405 | Satisfied |
| Job Responsibilities | 3.28 | 0.386 | Satisfied |
| Community Attachments/Linkages | 3.33 | 0.619 | Satisfied |

Table 11 shows the summary of teacher respondents' perceptions of job satisfaction in four key areas: Job Security 3.17, Work Environment 3.33, Job Responsibilities 3.28, and Community Attachments/Linkages 3.33. These scores suggest that, overall, teachers have a positive and satisfactory experience in their workplace, with some areas scoring slightly higher than others.

Among the four factors, Work Environment and Community Attachments/Linkages received the highest ratings 3.33 which is verbally interpreted as satisfied, indicating that teachers generally feel comfortable in their workspaces and appreciate opportunities to engage with the community. A healthy and supportive work environment contributes to overall job satisfaction, while strong community linkages give teachers a sense of purpose beyond their daily tasks.

Job Responsibilities scored 3.28 which is verbally interpreted as satisfied, reflecting a good level of satisfaction with assigned tasks. This suggests that teachers find their roles manageable and meaningful, though there may be room for improvement in balancing workloads or clarifying expectations.

Meanwhile, Job Security received the lowest score 3.17, though still within the satisfactory range. This indicates that while teachers feel relatively secure in their jobs, some may have concerns about stability, career growth, or long-term employment prospects.

The data suggests that teachers are generally satisfied with their work, particularly in terms of their environment and community involvement. However, there is an opportunity for improvement in job security and role clarity to further enhance overall job satisfaction.

The result is supported by Epstein (2001), school-community relationships also contribute importantly to enhancing teachers' job satisfaction and motivation towards work in terms of responsibility sharing and interdependence in terms of pupils' achievement. If teachers get engaged in the community, they feel a sense of purpose and work satisfaction.

Table 12

Perception level of the respondents in Transformational Leadership Style-Idealized Influence

| Indicators | Mean | SD | VI |
|--|-------------|--------------|------------------|
| 1. articulates an appealing and inspiring vision and goals. | 3.46 | 0.521 | Practiced |
| 2. motivates employees to believe on his/her ability. | 3.43 | 0.537 | Practiced |
| 3. is a good model in influencing high quality of service among employees. | 3.46 | 0.540 | Practiced |
| 4. encourages participation of employees in decision making. | 3.43 | 0.573 | Practiced |
| 5. enables efficient utilization of available resources. | 3.43 | 0.517 | Practiced |
| 6. emphasizes the importance of employee learning and development. | 3.47 | 0.521 | Practiced |
| 7. talks to us about interpersonal relations and team cohesion. | 3.38 | 0.508 | Practiced |
| 8. is able to take risks towards attainment of organizational goals. | 3.44 | 0.499 | Practiced |
| 9. is stilling a sense of pride and honor to members to connect with others. | 3.42 | 0.516 | Practiced |
| 10. shows a sense of power and competence. | 3.42 | 0.535 | Practiced |
| Overall | 3.43 | 0.417 | Practiced |

Legend: 1.0-1.49 (Not at all); 1.50-2.49 (Less Practiced); 2.50-3.49 (Practiced); 3.50-4.0 (Highly Practiced).

Table 12 shows the perception level of the teacher respondents regarding the Idealized Influence transformational leadership style of their school head. The mean scores range from 3.38 to 3.47, with an overall mean of 3.43 which is verbally interpreted as practiced. This indicates that the teachers generally perceive their school head as consistently practicing Idealized Influence in leadership.

Since all mean scores fall within a practiced range, it can be concluded that the school head demonstrates Idealized Influence effectively. This means that the school head serves as a role model, earning the trust and respect of the teacher respondents.

The standard deviation values range from 0.499 to 0.573, showing a moderate level of agreement among teacher respondents. A lower standard deviation suggests that most teacher respondents have similar perceptions, while a slightly higher value indicates some variations in opinions.

Table 13

Perception level of the respondents in Transformational Leadership Style-Inspirational Motivation

| Indicators | Mean | SD | VI |
|--|-------------|--------------|------------------|
| 1. talks optimistically about the future. | 3.51 | 0.522 | Highly Practiced |
| 2. talks seriously about things that should be done. | 3.46 | 0.558 | Practiced |
| 3. emphasizing on the importance of what will happen in the future. | 3.48 | 0.522 | Practiced |
| 4. gives hope to members about achievable goals. | 3.41 | 0.552 | Practiced |
| 5. demonstrate that s/he believes in me. | 3.40 | 0.512 | Practiced |
| 6. is enthusiastic about what I am capable of achieving. | 3.45 | 0.520 | Practiced |
| 7. motivates me to try my hardest. | 3.45 | 0.500 | Practiced |
| 8. is optimistic about what I can accomplish. | 3.44 | 0.519 | Practiced |
| 9. creates a collective vision. | 3.44 | 0.538 | Practiced |
| 10. motivates others to look for extra efforts and encourage change. | 3.45 | 0.539 | Practiced |
| Overall | 3.45 | 0.422 | Practiced |

Legend: 1.0-1.49 (Not at all); 1.50-2.49 (Less Practiced); 2.50-3.49 (Practiced); 3.50-4.0 (Highly Practiced).

Table 13 shows the perception level of the teacher respondents regarding the Inspirational Motivation transformational leadership style of their school head. The mean scores range from 3.40 to 3.51, with an overall mean of 3.45 interpreted as practiced. This indicates that the school head generally practices Inspirational Motivation, with one indicator being rated as "Highly Practiced" and the rest as "Practiced."

The highest mean score of 3.51, which is verbally interpreted as Highly Practiced, suggests that teachers strongly agree that their school head demonstrates Inspirational Motivation in that particular aspect. The rest of the indicators, though slightly lower, still indicate a strong perception that the school head inspires and motivates them effectively.

The standard deviation values range from 0.500 to 0.558, suggesting a moderate level of agreement among respondents. A lower standard deviation means there is greater consistency in the respondents' views, while a slightly higher value indicates some variation in perception.

The findings shows that the school head is effective in encouraging and uplifting their staff, fostering enthusiasm, and communicating a compelling vision. The results reflect a leadership style that promotes confidence, optimism, and a shared sense of purpose among the teachers.

The result is supported by Kirkpatrick and Locke (1996) highlighted that leaders who have faith in their subordinates' capabilities enhance morale and trigger innovation. In schools, this implies that whenever school principals employ inspirational motivation, teachers will be willing to accept challenges, innovate methods of teaching, and be dedicated to their work.

Table 14

Perception level of the respondents in Transformational Leadership Style-Intellectual Stimulation

| Indicators | Mean | SD | VI |
|--|-------------|--------------|------------------|
| 1. carefully examined the offers to ensure their suitability. | 3.41 | 0.514 | Practiced |
| 2. takes into account different perspectives while solving a problem. | 3.41 | 0.514 | Practiced |
| 3. requests for examination of problem from different perspective. | 3.41 | 0.534 | Practiced |
| 4. suggests new ways of how to do something. | 3.46 | 0.540 | Practiced |
| 5. creates lessons that really encourage me to think. | 3.45 | 0.539 | Practiced |
| 6. provides me with tasks and challenges that make me think in different ways. | 3.43 | 0.573 | Practiced |
| 7. gets me to question my own and others' ideas. | 3.43 | 0.590 | Practiced |
| 8. encourages me to look at issues from different sides. | 3.42 | 0.554 | Practiced |
| 9. gains inputs from others in solving a problem. | 3.39 | 0.549 | Practiced |
| 10. empowers others to think about problems and develop skills to solve them. | 3.40 | 0.550 | Practiced |
| Overall | 3.42 | 0.434 | Practiced |

Legend: 1.0-1.49 (Not at all); 1.50-2.49 (Less Practiced); 2.50-3.49 (Practiced); 3.50-4.0 (Highly Practiced).

Table 14 shows the mean scores range from 3.40 to 3.46, with an overall mean of 3.42 which is verbally interpreted as practiced. This indicates that the teachers generally perceive their school head as practicing Intellectual Stimulation in leadership.

All indicator falls under practiced, suggesting that the school head encourages innovation and critical thinking among staff members.

The standard deviation values range from 0.514 to 0.573, reflecting a moderate level of agreement among respondents. A lower standard deviation indicates a more consistent perception, whereas a slightly higher value suggests some differences in viewpoints.

The highest mean score of 3.46, which is verbally interpreted as practiced, implies that teachers strongly believe their school head promotes intellectual engagement and problem-solving in that specific area. Meanwhile, the other indicators, although slightly lower, still demonstrate that the school head encourages new ideas, challenges existing assumptions, and fosters a learning environment.

The findings shows that the school head plays an important role in stimulating critical thinking and creativity among teachers. By practicing Intellectual Stimulation, the leader encourages teachers to explore innovative solutions and continuously improve their professional practices, ultimately contributing to the growth and development of the school community.

Table 15 Perception level of the respondents in Transformational Leadership Style- Individualized Consideration

| Indicators | Mean | SD | VI |
|---|-------------|--------------|------------------|
| 1. allocates time for guidance and training. | 3.41 | 0.559 | Practiced |
| 2. treats with members as a person not as a member. | 3.41 | 0.550 | Practiced |
| 3. considers people with different needs, abilities and creativities. | 3.41 | 0.499 | Practiced |
| 4. helps others to develop their capabilities. | 3.46 | 0.541 | Practiced |
| 5. shows that s/he cares about me. | 3.45 | 0.555 | Practiced |
| 6. is an active listeners and strong communicators who provide care and empathy, challenges and opportunities for others. | 3.43 | 0.528 | Practiced |
| 7. tries to help members who might be struggling. | 3.43 | 0.500 | Practiced |
| 8. recognizes the needs and abilities of each member. | 3.42 | 0.540 | Practiced |
| 9. rewards members for compliance, and penalized for dissent. | 3.39 | 0.574 | Practiced |
| 10. maintains vision is tailor-made to meet the deepest needs of the member. | 3.40 | 0.577 | Practiced |
| Overall | 3.42 | 0.434 | Practiced |

Legend: 1.0-1.49 (Not at all); 1.50-2.49 (Less Practiced); 2.50-3.49 (Practiced); 3.50-4.0 (Highly Practiced).

Table 15 shows the perception level of the teacher respondents regarding the Individualized Consideration transformational leadership style of their school head. The mean scores range from 3.39 to 3.46, with an overall mean of 3.42 which is verbally interpreted as practiced. This indicates that the teachers perceive their school head as consistently practicing Individualized Consideration in leadership.

The standard deviation values range from 0.500 to 0.577, suggesting a moderate level of agreement among respondents. The lower standard deviation values indicate that respondents have similar perceptions, while the higher values show some variations in responses.

Since all indicators fall within the practiced category, the data suggests that the school head acknowledges and responds to the individual needs of their teachers. Individualized Consideration in leadership involves mentoring, coaching, and supporting the personal and professional growth of subordinates. The school head's ability to recognize and develop the potential of each individual is reflected in the relatively high mean scores.

The result is supported by Bass and Avolio (1994) define Individualized Consideration as a process of mentoring and leading every one of the followers according to his or her individual need. School administrators who exhibit this trait give individual feedback, encourage professional development, and build significant relationships with their employees. With a deep concern for the development of their subordinates, transformational leaders facilitate the development of an empathetic and caring workplace culture that provides space for job satisfaction and career development.

Table 16

Summary Table of Perception Level of the Respondents in Transformational Leadership Style of their School Head

| Indicators | Mean | SD | VI |
|------------------------------|-------------|-----------|-----------|
| Idealized Influence | 3.43 | 0.417 | Practiced |
| Inspirational Motivation | 3.45 | 0.422 | Practiced |
| Intellectual Stimulation | 3.45 | 0.422 | Practiced |
| Individualized Consideration | 3.42 | 0.434 | Practiced |

Table 16 shows the mean scores for the four key dimensions of transformational leadership—Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration—range from 3.42 to 3.45. All indicators fall under the category of "Practiced," with overall scores being consistently high.

The standard deviation values range from 0.417 to 0.434, indicating a relatively low level of variability in the responses. This suggests that most teacher respondents share similar perceptions of their school head's leadership style. The lowest standard deviation of 0.417 in Idealized Influence indicates strong agreement among teacher respondents regarding the school head's ability to serve as a role model and inspire trust and respect.

The highest mean scores of 3.45 in both Inspirational Motivation and Intellectual Stimulation suggest that the school head effectively encourages and motivates their teachers while also promoting critical thinking and problem-solving. The slightly lower score of 3.42 in Individualized Consideration still reflects a positive perception, indicating that the school head provides support and recognizes the unique needs of their teachers.

The result is supported by Bass and Avolio (1994), transformational leadership operates on four broad dimensions: Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration. The school head embodies the optimal mix of transformational leadership. They are a role model, inspire and motivate employees, foster innovation and creativity, and provide individualized attention. Such leadership produces a positive and dynamic school culture, leading to professional growth and performance.

Table 17*Perception level of the respondents in Organizational Commitment in terms of Affective*

| Indicators | Mean | SD | VI |
|--|-------------|--------------|-------------------|
| 1. would be very happy to spend the rest of my career in this organization. | 3.30 | 0.595 | Manifested |
| 2. really feel as if this organization's problems are my own. | 3.11 | 0.601 | Manifested |
| 3. do feel like part of my family at this organization. | 3.36 | 0.578 | Manifested |
| 4. do feel emotionally attached to this organization. | 3.36 | 0.560 | Manifested |
| 5. do feel that this organization has a great deal of personal meaning for me. | 3.36 | 0.542 | Manifested |
| 6. do feel a strong sense of belonging to this organization. | 3.36 | 0.542 | Manifested |
| Overall | 3.31 | 0.470 | Manifested |

Legend: 1.0-1.49 (Not at all); 1.50-2.49 (Rarely Manifested); 2.50-3.49 (Manifested); 3.50-4.0 (Highly Manifested).

Table 17 shows the mean scores range from 3.11 to 3.36, with an overall mean of 3.31 which is verbally interpreted as manifested.

The standard deviation values range from 0.542 to 0.601, suggesting a moderate level of agreement among the teacher respondents. A lower standard deviation, such as 0.470 in the overall score, implies a more consistent perception among teacher respondents, while higher values indicate some variations in individual responses.

The highest mean score of 3.36 which is verbally interpreted as manifested, observed in multiple indicators, suggests that employees feel emotionally attached to and engaged with their organization. This indicates that they have a sense of belonging and identification with the organization's goals and values. Meanwhile, the lowest mean score of 3.11, though still categorized as manifested, suggests that some respondents may feel a weaker emotional connection compared to other aspects.

The teacher respondents generally exhibit affective commitment, meaning they have a positive emotional attachment to their organization. Teachers who demonstrate this type of commitment are more likely to stay with the organization because they genuinely want to, rather than out of obligation or necessity. This indicates a healthy work environment where teachers feel valued and connected to the organization's mission and vision.

The result is supported by Judge, Thoresen, Bono, and Patton (2001) discovered that there was a high correlation between organizational commitment and job satisfaction, and if employees are able to find meaning in their job, they become more emotionally committed to the organization.

Table 18

Perception level of the respondents in Organizational Commitment in terms of Continuance

| Indicators | Mean | SD | VI |
|--|-------------|--------------|-------------------|
| 1. believe that it would be very hard to leave this job at this organization right now even if I wanted to. | 3.33 | 0.604 | Manifested |
| 2. realize that leaving my organization would disrupt many aspects of my life. | 3.24 | 0.683 | Manifested |
| 3. stay with my job at this organization as much a matter of necessity as it is of desire. | 3.32 | 0.566 | Manifested |
| 4. believe I have too few options to consider leaving this organization. | 3.22 | 0.596 | Manifested |
| 5. believe one of the few negative consequences of leaving my job at this organization would be the scarcity of available alternative elsewhere. | 3.25 | 0.626 | Manifested |
| 6. continue to work for this organization that makes leaving would require considerable personal sacrifice. | 3.35 | 0.557 | Manifested |
| Overall | 3.29 | 0.498 | Manifested |

Legend: 1.0-1.49 (Not at all); 1.50-2.49 (Rarely Manifested); 2.50-3.49 (Manifested); 3.50-4.0 (Highly Manifested).

Table 18 shows the mean scores range from 3.22 to 3.35, with an overall mean of 3.29 which is verbally interpreted as manifested. This indicates that the teacher respondents generally manifested continuance commitment, meaning they recognize the costs associated with leaving the organization.

The standard deviation values range from 0.566 to 0.683, suggesting varying levels of agreement among teacher respondents. The lowest standard deviation of 0.498 in the overall score indicates a relatively consistent perception, while the highest value of 0.683 suggests some differences in opinion regarding a specific indicator.

The highest mean score of 3.35 suggests that teachers acknowledge the factors that make it difficult for them to leave the organization, such as financial considerations, job stability, or the absence of better opportunities. On the other hand, the lowest mean score of 3.22, while still classified as manifested, may indicate that some teachers feel less dependent on staying with the organization due to such factors.

The teacher respondents exhibit continuance commitment, meaning they remain with the organization because they perceive that leaving would come with significant costs or disadvantages. While this form of commitment ensures teacher retention, it is primarily driven by necessity rather than emotional attachment. Organizations may need to strengthen other aspects of commitment, such as affective commitment, to ensure that employees stay not just because they feel they have to, but because they genuinely want to be part of the organization.

The result is supported by Meyer, Stanley, Herscovitch, and Topolnytsky (2002) who have determined that workers with high continuance commitment are unhappy in work but remain due to economic safety, no other job to take, or earned benefits.

Table 19

Perception level of the respondents in Organizational Commitment in terms of Normative

| Indicators | Mean | SD | VI |
|---|-------------|--------------|-------------------|
| 1. feel any obligation to remain with my organization. | 2.97 | 0.797 | Manifested |
| 2. feel it would be right to leave, even if it were to my advantage. | 2.98 | 0.765 | Manifested |
| 3. would feel guilty if I left this organization now. | 3.09 | 0.767 | Manifested |
| 4. believe this organization deserves my loyalty. | 3.25 | 0.642 | Manifested |
| 5. feel a sense of duty to this organization, therefore I wouldn't leave. | 3.22 | 0.629 | Manifested |
| 6. owe a great deal to this organization. | 3.24 | 0.605 | Manifested |
| Overall | 3.13 | 0.579 | Manifested |

Legend: 1.0-1.49 (Not at all); 1.50-2.49 (Rarely Manifested); 2.50-3.49 (Manifested); 3.50-4.0 (Highly Manifested).

Table 19 shows the mean scores range from 2.97 to 3.25, with an overall mean of 3.13 which is verbally interpreted as manifested. This indicates that the teacher respondents generally manifested normative commitment, meaning they feel a sense of obligation to stay with the organization.

The standard deviation values range from 0.605 to 0.797, suggesting a moderate to high level of variation in responses. The highest standard deviation of 0.80 indicates that respondents have differing opinions on certain aspects of their normative commitment, while the lowest standard deviation of 0.61 suggests more consistency in other areas.

The highest mean score of 3.25 suggests that some teacher respondents feel a strong sense of duty or moral responsibility to remain in the organization, possibly due to loyalty, gratitude, or a belief that staying is the right thing to do. On the other hand, the lowest mean score of 2.97, while still classified as manifested, indicates that some teachers may feel less obligated to stay out of a sense of duty.

The teacher respondents recognize a level of normative commitment, they remain with the organization because they believe they should, rather than purely out of emotional attachment or necessity. While this form of commitment can help with employee retention, organizations may need to strengthen intrinsic motivation and engagement to ensure employees stay not just out of obligation but because they are truly committed to the organization's mission and goals.

The result is supported by Gellatly, Meyer, and Luchak (2006) argue that normative commitment can be increased positively if the employees are valued and cared for by their organization. Organizations that engage in ethical leadership, open communication, and caring management practices can increase normative commitment in a way that promotes active participation and not passive compliance.

Table 20

Summary Table of Perception level of the respondents in Organizational Commitment

| Indicators | Mean | SD | VI |
|-------------|------|-------|------------|
| Affective | 3.31 | 0.470 | Manifested |
| Continuance | 3.29 | 0.498 | Manifested |
| Normative | 3.13 | 0.579 | Manifested |

Table 20 shows the perception level of the teacher respondents regarding their organizational commitment across three dimensions: Affective, Continuance, and Normative Commitment. The mean scores range from 3.13 to 3.31, with all indicators categorized as manifested. This suggests that teachers demonstrate a moderate level of commitment to their organization.

Among the three dimensions, Affective Commitment has the highest mean score of 3.31, indicating that teachers generally feel emotionally attached to and engaged with their organization. This suggests that they identify with the organization's values and enjoy being part of it. The standard deviation of 0.470 is the lowest among the three, indicating a higher level of agreement among teachers regarding this perception.

Continuance Commitment follows closely with a mean score of 3.29. This implies that teachers recognize the costs associated with leaving the organization, such as financial stability or career growth opportunities. The slightly higher standard deviation of 0.498 suggests some variability in how strongly teachers feel tied to the organization based on necessity.

Normative Commitment has the lowest mean score of 3.13, suggesting that teachers feel a moderate sense of moral obligation or duty to remain with the organization. With the highest standard deviation of 0.579, responses on this dimension show the most variation, meaning some teachers feel a stronger sense of duty than others.

The results indicate that teachers manifest all three forms of organizational commitment, with affective commitment being the strongest. This suggests that while teachers do feel a connection to their organization, factors such as necessity and obligation also play a role in their decision to stay. To further strengthen organizational commitment, efforts could focus on enhancing teachers' emotional engagement and aligning their personal values with the organization's mission.

The result is supported by Meyer and Herscovitch (2001) propose that highly Affective Commitment workers will tend to be more job satisfied, engaged, and display organizational citizenship behaviors. Becker (1960) argued the side bet theory, where workers invest time, effort, and resources in the firm, and it is difficult for them to leave without incurring personal losses. Meyer et al. (2002) proved that workers who feel they are supported and valued by the firm create a stronger sense of commitment to give back in terms of loyalty and commitment.

Table 21
Correlation between Job Satisfaction and Teachers' Organizational Commitment

| Job Satisfaction | Organizational Commitment | | |
|-----------------------------------|---------------------------|-------------|-----------|
| | Affective | Continuance | Normative |
| Job Security | 0.358** | 0.314** | 0.225* |
| Work Environment | 0.485** | 0.370** | 0.356** |
| Job Responsibilities | 0.421** | 0.396** | 0.293** |
| Community Attachment/ Linkages | 0.228* | 0.211* | 0.212* |

****Correlation is significant at the 0.01 level (2-tailed). *Correlation is significant at the 0.05 level (2-tailed)**

Table 21 provides the intercorrelations between job satisfaction and teachers' organizational commitment on three dimensions: affective, continuance, and normative commitment. The findings reveal strong positive intercorrelations, which imply higher job satisfaction is linked to a stronger organizational commitment.

Among job satisfaction variables, work environment is the most powerful predictor of organizational commitment, and specifically affective commitment. As per Goddard et al. (2007), a positive work environment creates emotional ties among teachers and their schools, which enhance their attachment towards the firm. In their research, they established that employees working in positive work environments tend to have greater affective commitment since they feel emotionally supported and appreciated. This result is consistent with the evidence found in Table 21, where the work climate shows the highest correlation with affective commitment ($r = 0.485$, $p < 0.01$).

In addition, Hargreaves (2000) contends that a good work climate, which supports professional development, cooperation, and respect, does not only lead to affective commitment but also to continuance and normative commitment. This is evidenced by the moderate but substantial correlations between work environment and continuance ($r = 0.370$) and normative ($r = 0.356$) commitment in the data. The positive work environment creates a sense of belongingness in the school, which makes teachers feel committed to remain (normative commitment) and also lowers the perceived costs of leaving the school (continuance commitment). Therefore, schools that produce supportive atmospheres are likely to experience more robust organizational commitment from their teachers.

Another significant factor that impacts teachers' organizational commitment is job tasks. Teachers who discover their jobs to be meaningful and clearly defined are likely to create emotional and functional attachments to their schools. Koch and Schmitt (2011) discovered that teachers who see their work as meaningful and in line with their professional values have greater affective commitment. Likewise, Liu et al. (2013) propose that when teachers' work is cognitively stimulating and provides opportunities for professional growth, they are more likely to have affective commitment, perceiving their work as being at the core of their professional identity. The evidence in Table 21 confirms these results, with affective ($r = 0.421$) and continuance commitment ($r = 0.396$) being strongly correlated with job responsibilities.

Teachers who believe their job duties are significant are not only emotionally committed to their school but are also likely to remain in their job since they value their work. Making sure that teachers' roles are clearly defined and matched with their skills and interests is critical in fostering both emotional attachment and a sense of need to stay at their schools. Job security is also a critical factor that has a significant impact on teachers' organizational commitment.

Schneider (2005) concludes that job security increases affective commitment, given that teachers who are secure in their jobs do not worry so much about the loss of employment, and they can therefore form stronger emotional relationships with their school. Similarly, Sargent and Hannum (2005) discovered that continuance commitment is affected by job security, since teachers who have a perception of their jobs being secure are more likely to remain because they have fewer costs tied to leaving. This is supported by the statistics in Table 21, with job security linking to affective commitment ($r = 0.358$) and continuance commitment ($r = 0.314$).

Teachers who are secure in their employment are more likely to develop emotional connections with their school and are less likely to exit, even in the face of adversity. Job security, by offering tenure policies, long-term contracts, and open communication, can decrease turnover rates and promote teacher retention since teachers are more likely to remain in a stable, secure environment. While attachment/linkages to the community have less relationship with organizational commitment, they are not irrelevant to the overall sense of attachment held by teachers for their schools. Buchanan (2006) posits that teachers who are attached to their surrounding communities are more likely to cultivate a sense of ownership for the school and believe that what they do is part of a larger social mission. This reinforces normative commitment because teachers believe they are morally bound to remain with their organization.

In Table 21, community attachment has moderate correlations with all three forms of commitment, which suggests that although it is not as powerful as other variables such as work environment or job responsibilities, it does contribute to teachers' organizational commitment.

McNeely and Robison (2007) suggest that teachers who are connected to their community will be more likely to stay in their schools because they view their work as part of the common good. These results imply that building bridges between teachers and their local communities can improve teachers' feelings of commitment to continue working at their school and strengthen further their attachment to the school. The results of Table 21, indicating that there are strong correlations between job satisfaction and organizational commitment of teachers, are consistent with a vast amount of literature available on the subject.

Work environment, job duty, job security, and community attachment all make contributions to different dimensions of teachers' organizational commitment, of which work environment and job duty have the greatest contribution. The literature supports the notion that schools can enhance teachers' organizational commitment by fostering a supportive work environment, clearly defining job roles, ensuring job security, and promoting community engagement. These factors work together to improve teacher retention, reduce turnover, and ultimately contribute to a stable and dedicated teaching workforce. Schools that spend money on refining these sectors will be more likely to have greater commitment from their teachers, resulting in greater organizational success and longevity.

Table 22

Correlation between Transformational Leadership Styles and Teachers' Organizational Commitment

| Transformational Leadership Styles | Organizational Commitment | | |
|------------------------------------|---------------------------|-------------|-----------|
| | Affective | Continuance | Normative |
| Idealized Influence | 0.425** | 0.314** | 0.325** |
| Inspirational Motivation | 0.394** | 0.416** | 0.298* |
| Intellectual Stimulation | 0.413** | 0.472** | 0.427** |
| Individualized Consideration | 0.421** | 0.485** | 0.331* |

**Correlation is significant at the 0.01 level (2-tailed). *Correlation is significant at the 0.05 level (2-tailed).

Table 22 provides the correlation among the four dimensions of transformational leadership styles—Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration—and the three components of organizational commitment of teachers: affective, continuance, and normative commitment.

The results show that the four dimensions of transformational leadership are correlated positively with organizational commitment's three elements, signifying that teachers' commitment to organizations is considerably impacted by transformational leadership. Such results correspond to earlier findings pointing out that transformational leadership remains a considerable predictor of organizational commitment (Bass & Riggio, 2006; Nguni, Slegers, & Denessen, 2006).

Idealized Influence exhibited modest positive relationships with affective ($r = 0.425^{**}$), continuance ($r = 0.314^{**}$), and normative commitment ($r = 0.325^{**}$). This indicates that as school leaders demonstrate moral excellence and gain the respect and confidence of their teachers, teachers will feel more emotionally attached, continue working in the school out of perceived value, and feel they should stay. Bass and Avolio (1994) had suggested that leaders that exhibit clear values and vision trigger trust and allegiance, naturally causing organizational commitment. Inspirational Motivation also illustrated moderate relations to affective commitment ($r = 0.394^{**}$) and continuance commitment ($r = 0.416^{**}$), and weak though significant with normative commitment ($r = 0.298^{*}$). Those leaders who paint an attractive vision and foster hope might strengthen teachers' emotional commitment to their job and their staying intentions. This conclusion is supported by Leithwood and Jantzi (2005), who posited that motivational leadership will create higher morale and organizational goal identification among teachers.

Intellectual Stimulation showed the strongest and most significant correlations with all three dimensions of organizational commitment, especially with continuance commitment ($r = 0.472^{**}$), followed by normative ($r = 0.427^{**}$) and affective ($r = 0.413^{**}$) commitment. These results imply that when school leaders promote innovation, critical thinking, and problem-solving, teachers perceive themselves as more competent and valued, hence enhancing their commitment. According to Dumdum, Lowe, and Avolio (2002), intellectual stimulation is positively associated with both performance and commitment, as it empowers teachers to grow professionally within the organization.

Individualized Consideration was also moderately to strongly correlated: $r = 0.421^{**}$ for affective, $r = 0.485^{**}$ for continuance, and $r = 0.331^{*}$ for normative commitment. This indicates the critical role of leaders who listen to each teacher's individual and professional concerns. As discovered by Rafferty and Griffin (2004), personal attention and support are highly correlated with employee loyalty and higher organizational

commitment, especially in schools.

The findings of this research confirm the emerging literature that transformational leadership has a positive link with organizational commitment. The most significant correlations were with continuance commitment, specifically in the areas of Intellectual Stimulation and Individualized Consideration, with implications that teachers are more inclined to remain if intellectually stimulated and personally cared for by their leaders. These results indicate the importance of school leaders in contributing to a committed and engaged teaching staff.

Summary

This study aimed to determine the relationship between the role of transformational leadership style and job satisfaction in influencing the organizational commitment of teachers. Specifically, it aims to know the perception level of the respondents in job satisfaction in terms of job security, work environment, job responsibilities and community attachment/linkages. How do the respondents perceive the level of transformational leadership style of their school head. As well as, the perception level of the respondents in organizational commitment in terms of affective, continuance and normative. To find out whether there is a significant relationship between teachers' job satisfaction and organizational commitment and to reveal whether there is a significant relationship between transformational leadership style and organizational commitment.

This study utilized a descriptive correlational study designed to examine the relationship between the role of transformational leadership style and job satisfaction in influencing the organizational commitment of teachers. The respondents are the 100 public elementary school teachers of District IX at Biñan City, Laguna because they need assistance particularly in areas that affect their professional growth, well-being, and work environment. Adapted questionnaire was used. Purposive sampling is used to determine the respondents.

Findings of the Study

The salient findings of the study are summarized as follows:

- 1.The teacher respondents perceived level of job satisfaction as satisfied in terms of job security, work environment, job responsibilities and community attachment/linkages.
- 2.The teacher respondents perceived level of transformational leadership style of their school head as practiced in terms of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration.
- 3.The teacher respondents perceived the manifestation of organizational commitment as manifested in terms of affective, continuance and normative.
- 4.There a significant relationship between job satisfaction in terms of job security, work environment, job responsibilities and community attachment/linkages and teachers' organizational commitment in terms of affective, continuance and normative.
- 5.There a significant relationship between transformational leadership style in terms of idealized influence, inspirational motivation, intellectual stimulation and individualized consideration and organizational commitment in terms of affective, continuance and normative.

Conclusion

Based on the abovementioned findings, the following conclusions are formulated:

The null hypothesis, which is no significant relationship between teachers' job satisfaction and organizational commitment is not sustained.

The null hypothesis, which is no significant relationship between teachers' perception of transformational styles and their organizational commitment is not sustained.

Recommendations

Based on the above findings and conclusions, the following recommendations are given:

1. The results of this study revealed that transformational leadership dimensions, particularly individualized consideration and intellectual stimulation, are significantly correlated with teachers' organizational commitment. However, the findings also underscore the important role of job satisfaction as a contributing factor. It shows that while transformational leadership positively influences commitment, it may complement by efforts that directly enhance job satisfaction. Therefore, a combined approach that addresses both leadership behavior and workplace conditions is essential for fostering stronger and more sustained organizational commitment among teachers.
2. Since there is a significant relationship between teachers' job satisfaction and organizational commitment the school administrators may strengthen transformational leadership strategies, such as providing more support, encouragement, and professional development opportunities for teachers to enhance their job satisfaction and commitment.
3. Given the significant influence of both transformational leadership style and job satisfaction on teachers' organizational commitment, future research is recommended to examine other context-specific variables such as school culture, leadership support systems, or teacher workload that may further explain or enhance this relationship. Additionally, conducting similar studies in different educational settings or levels e.g., elementary, secondary, or higher education, could provide deeper insights and broader applicability of the findings.

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