

THE MEDIATING ROLES OF WORK ENGAGEMENT AND JOB SATISFACTION ON TRANSFORMATIONAL LEADERSHIP AND CAREER PROGRESSION OUTCOMES

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Abstract

This study examined the mediating role of work engagement and job satisfaction in the relationship between transformational leadership and career progression outcomes among public school teachers in the Division of Laguna, Philippines. Anchored on transformational leadership theory and supported by the Job Demands–Resources model, Self-Determination Theory, and Social Exchange Theory, the research aimed to provide a comprehensive understanding of how leadership practices influence teachers' professional growth within the context of the Department of Education's Expanded Career Progression (ECP) System.

A descriptive-correlational research design was employed, utilizing a structured questionnaire to gather data from 160 public elementary and secondary school teachers from the Nagcarlan and Rizal sub-offices. The study measured the level of transformational leadership exhibited by school heads in terms of intellectual stimulation, idealized influence, individualized consideration, and inspirational motivation; the extent of teachers' work engagement in terms of vigor, dedication, and absorption; and job satisfaction in terms of personal fulfillment, professional growth, self-efficacy, and salary and compensation. Career progression outcomes were assessed based on occupational rewards, promotion, supportive development, increased retention, and greater responsibility.

Findings revealed that transformational leadership practices were generally manifested at a high level, indicating that school heads effectively inspire, support, and motivate teachers. Teachers also demonstrated high levels of work engagement and job satisfaction, suggesting positive psychological and professional experiences within their work environment. Statistical analysis showed significant relationships between transformational leadership, work engagement, job satisfaction, and career progression outcomes. Furthermore, mediation analysis confirmed that both work engagement and job satisfaction significantly mediate the relationship between transformational leadership and career progression outcomes, indicating that leadership influences career advancement both directly and indirectly through these psychological factors.

The results highlight the critical role of transformational leadership in fostering a supportive and motivating school environment that enhances teachers' engagement, satisfaction, and ultimately their career progression. The study concludes that strengthening transformational leadership practices, alongside promoting teacher engagement and job satisfaction, is essential for maximizing the effectiveness of career advancement reforms such as the ECP System. These findings provide valuable insights for school leaders, policymakers, and educational institutions in designing leadership development programs and organizational strategies that support sustainable teacher growth and retention.

Keywords: Transformational leadership, work engagement, job satisfaction, career progression outcomes, Expanded Career Progression (ECP) system

1. Introduction

Education has been seen throughout the world as one of the foundations that, in this regard, will uplift one's life or the status of a country. Hofosha (2012) expressed that it will also encourage people to acquire new quality awareness, attitudes, and skills that train their abilities and realize the country's growth. The change in the time and needs of society has forced education to develop and how it is handled. Having classroom management strategies and behavior with the help of school stakeholders will serve as a weapon for children to achieve quality education.

Mulhavill (2018) asserted that classroom management refers to the broad range of skills and techniques teachers employ to ensure that their classroom goes smoothly without destructive student behavior. It all comes down to providing a system environment for learning with clear guidelines that enhance learning and consequences that significantly reduce behavioral patterns that impede learning. Teachers can utilize various techniques to assist in creating such a setting in the classroom, from activities to strengthen teacher-student relationships to rules to control students' behavior. However, teachers should only use reactive, controlling techniques when management's attempts are unsuccessful. Hence, distinguishing between the two types of classroom management techniques is crucial.

Leustig (2019) expressed that classroom management depends significantly on the subject, age group, and learning materials used. As an illustration, management techniques for an art subject will be dissimilar to those used in a computer subject. For example, learners in an art subject are responsible for maintaining and cleaning the materials. In contrast to computer subjects, where students are expected to be attentive to their gadgets and the subject at hand, the degree of noise anticipated in that class will also differ from those in computer classes. Establishing a strategy for handling the classroom is vital when you teach computer subjects, art, or any other subject. All teachers want to work in an organized, productive, and secure environment. To effectively manage a class, it is preferable first to understand the needs of the students and where they could be more solid. From there, we may base our strategies and techniques, and it will help them learn and shape their good behavior significantly.

Classroom management requires awareness, patience, good timing, boundaries, and intuition. Rabadi and Ray (2017) claimed that it is challenging to guide a large group of impressionable kids with a wide variety of skills and character traits on a relevant academic experience. However, because they describe what is planned, which behaviors will be repeated, and what needs to be taught again if undesirable behavior happens, rules and routines are practical prevention elements of classroom organization and management techniques. Most of the research on classroom management has concentrated on determining specific methods that can be utilized in the classroom that is at least supported by data. Then, these techniques are merged

under the presumption that doing so will make them just as effective as doing so separately, if not better. These presumptions serve as the foundation for creating books and delivering rules and regulations to teachers and staff. The existing body of knowledge still needs to be improved in research aiming at classroom management as a cohesive set of efficient methods. Knowing what makes up the most successful and efficient classroom management system and what outcomes teachers and administrators can anticipate from applying good classroom management tactics are essential; these are benefits of implementing effective classroom management strategies. Now that we are still in the grip of the pandemic, one of the most difficult challenges for teachers is determining what classroom management strategies and behaviors they will employ with students. The assistance and support that stakeholders can provide is extremely beneficial to teachers in achieving all their goals with students.

2. Conceptual Framework

The conceptual framework illustrates the interrelationship between transformational leadership, teacher functioning, career advancement, work commitment, and job satisfaction within the education sector. It proposes that transformational leadership practices of school principals directly influence teachers' work commitment and job satisfaction, which in turn mediate their effects on teacher functioning and career advancement. This framework emphasizes that leadership does not only exert a direct influence on outcomes but also operates indirectly through psychological and attitudinal factors that shape teachers' professional behavior and growth.

Transformational leadership is positioned as the independent variable and is operationalized through four core dimensions: intellectual stimulation, idealized influence, individualized consideration, and inspirational motivation. These dimensions collectively shape how leaders motivate, guide, and support teachers. Intellectual stimulation encourages educators to challenge conventional practices and adopt innovative teaching strategies, thereby enhancing instructional effectiveness and problem-solving abilities. Idealized influence allows school leaders to serve as ethical role models, fostering trust, respect, and a strong sense of shared purpose among teachers. Individualized consideration reflects leaders' attention to teachers' individual needs through mentoring, coaching, and professional development opportunities, which promotes personal growth and job fulfillment. Inspirational motivation involves articulating a compelling vision and high expectations that inspire teachers to exceed standard performance levels and remain committed to school goals (Bass & Avolio, 1994; Northouse, 2021).

Work commitment and job satisfaction function as mediating variables in the framework, acting as the mechanisms through which transformational leadership affects teacher functioning and career advancement. Teachers who experience supportive and motivating leadership are more likely to develop a strong emotional attachment to their profession and organization, as well as a higher level of satisfaction with their work environment. High levels of commitment and job satisfaction contribute to improved classroom management, enhanced instructional quality, increased collaboration, and greater engagement with students. These outcomes reflect improved teacher functioning, which is essential for effective teaching and learning processes (Meyer

& Allen, 1997; Skaalvik & Skaalvik, 2014).

The Expanded Career Progression System (ECPS), institutionalized under Republic Act No. 12288, represents a major overhaul of career pathways for public school teachers in the Philippines, emphasizing meaningful professional growth and recognition. Career progression is a critical factor in the professional lives of teachers, influencing job satisfaction, retention, and the development of leadership capacity within schools. In the Philippine context, career progression outcomes for public school educators can be conceptualized into five interrelated dimensions: occupational rewards, promotion, supportive development, increased retention, and greater responsibility.

The ECPS enhances occupational rewards by positioning teachers to advance through a structured ladder that links compensation and professional recognition to demonstrated competence and the fulfillment of professional standards, rather than solely to years of service (Republic Act No. 12288, 2025). Through the law's competency-based design, promotion opportunities are no longer strictly hierarchical or dependent on filling vacant positions; educators may progress from roles such as Teacher I to higher ranks like Master Teacher based on merit, professional fitness, and qualifications as assessed against established standards (Esguerra, 2025; Republic Act No. 12288, 2025). The system also strengthens supportive development by integrating continuous professional growth processes, including standards-based assessments and support programs for teachers requiring additional development, with oversight from agencies like the Teacher Education Council and the National Educators Academy of the Philippines (Republic Act No. 12288, 2025).

Moreover, the ECPS contributes to increased retention by creating clear and achievable career pathways that motivate teachers to remain in the profession and engage in long-term professional growth. Finally, as teachers advance, they assume greater responsibility, whether in specialized instructional roles or school leadership tracks, reflecting expanded duties, elevated leadership expectations, and a broader contribution to educational quality, thereby aligning responsibility with career progression (Tec.gov.ph, n.d.; Republic Act No. 12288, 2025).

This framework positions the five dimensions—occupational rewards, promotion, supportive development, increased retention, and greater responsibility—as central components of the ECPS, highlighting how structured career pathways can enhance teacher motivation, professional engagement, and leadership capacity in the Philippine educational system.

3. Methodology

This chapter outlines the research methodology employed in the study, detailing the research design, setting, theoretical framework, data collection process, and data analysis techniques.

Research Design

This study used the descriptive-correlation survey with the questionnaire as the basic data gathering tool as it aims to determine the extent of work commitment and job satisfaction mediate the relationship between transformational leadership practices of school principals and teacher functioning and career advancement, the significant effect between transformational leadership and teacher function and career

advancement and the significant relationship between transformational leadership and teacher's work commitment and job satisfaction.

Descriptive survey refers to the method which collects detailed and factual information to describe existing phenomena. It describes systematically a situation or area of interest factually or accurately. (McCombes, 2019)

Respondent of the Study

The respondents of this study consisted of 114 public school teachers from elementary and secondary schools under the Nagcarlan Sub-Office. These teachers were officially employed and were actively engaged in classroom instruction at the time of data collection. The selection of respondents was based on their direct exposure to school leadership practices, particularly transformational leadership, as well as their involvement in professional activities related to work engagement, job satisfaction, and career progression outcomes.

Both elementary and secondary teachers were included to ensure a comprehensive representation of teaching levels and to capture variations in leadership experiences, motivational states, and career-related outcomes across different school contexts. The respondents comprised teachers with 5 - 25 years of service, educational qualifications, and professional ranks, allowing for a broader and more balanced perspective on the variables under investigation.

The sample size of 160 teachers was considered adequate for examining the mediating roles of work engagement and job satisfaction in the relationship between transformational leadership and career progression outcomes, as it provides sufficient statistical power for mediation analysis. Participation in the study was voluntary, and ethical considerations such as informed consent, confidentiality, and anonymity were strictly observed throughout the research process. The study employed the descriptive and correlational method of research in determining the relationship between the moderated effect in classroom management strategies and behavior to supportive learning environment of elementary teachers and students in Fule Almeda District.

According to Arikunto (2007), descriptive research is used to collect information on a pattern discovered in the field. In this type of study, there is no administration or control. In addition, the correlation approach is utilized to see if at least two variables are linked. The study used a descriptive and correlational design because it focuses on the current situation, in which occurrences were recorded, reported, evaluated, and compared.

4. Result and Discussion

This chapter presents the tabulated data and the results of the study, the corresponding analysis as well as the interpretation of the data as a result of the statistical treatment used.

Significant Relationship between Transformational Leadership and Work Engagement

Transformational Leadership	Work Engagement			
	Vigor	Dedication	Absorption	Overall Work Engagement
Intellectual Stimulation	.581**	.592**	.275**	.548**
Idealized Influence	.585**	.591**	.275**	.550**
Individualized Consideration	.598**	.636**	.277**	.572**
Inspirational Motivation	.631**	.672**	.340**	.623**
Overall Transformational Leadership	.374**	.348**	0.121	.319**

Verbal Interpretation of r-value: +1.0 Perfect positive +/- association +0.8 to +1.0 Very strong +/- association +0.6 to +0.8 Strong +/- association +0.4 to +0.6 Moderate +/- association +0.2 to +0.4 Weak +/- association 0.0 to +0.2 Very weak +/- or no association

The results presented in Table 21 reveal a consistent and statistically significant positive relationship between all dimensions of transformational leadership and work engagement. The correlations range from moderate to strong, clearly indicating that higher levels of transformational leadership are associated with higher levels of vigor, dedication, and overall work engagement.

Specifically, intellectual stimulation shows strong positive correlations with vigor ($r = .581^{**}$) and dedication ($r = .592^{**}$), as well as overall work engagement ($r = .548^{**}$), but only a moderate relationship with absorption ($r = .275^{**}$). Similarly, idealized influence demonstrates strong relationships with vigor ($r = .585^{**}$), dedication ($r = .591^{**}$), and overall work engagement ($r = .550^{**}$), with a moderate correlation with absorption ($r = .275^{**}$). Individualized consideration yields even stronger relationships, particularly with dedication ($r = .636^{**}$), vigor ($r = .598^{**}$), and overall work engagement ($r = .572^{**}$), while still showing a moderate link with absorption ($r = .277^{**}$). Inspirational motivation stands out as the most influential dimension, with very strong correlations with vigor ($r = .631^{**}$), dedication ($r = .672^{**}$), and overall work engagement ($r = .623^{**}$), alongside a moderate association with absorption ($r = .340^{**}$). In contrast, overall transformational leadership as a composite variable shows only moderate correlations with vigor ($r = .374^{**}$), dedication ($r = .348^{**}$), and overall work engagement ($r = .319^{**}$), and a very weak relationship with absorption ($r = .121$). These values confirm that transformational leadership significantly enhances work engagement, particularly in terms of energy and commitment.

These results can be explained by how each dimension of transformational leadership functions in practice. The

relatively high correlations for intellectual stimulation ($r = .581$ to $.592$) suggest that when leaders challenge teachers intellectually, they become more energized and committed to their work. The similarly strong values for idealized influence ($r = .585$ to $.591$) indicate that teachers are more engaged when they view their leaders as role models. The even stronger correlations for individualized consideration ($r = .598$ to $.636$) highlight the importance of personal support and attention in boosting teacher motivation and dedication. Most notably, inspirational motivation, with the highest values ($r = .631$ to $.672$), shows that when leaders clearly communicate a compelling vision, teachers respond with the highest levels of energy and commitment. However, the consistently lower correlations with absorption ($r = .275$ to $.340$, and $r = .121$ for the overall measure) suggest that deep immersion in tasks is less influenced by leadership and may depend more on individual or task-related factors such as concentration, workload, or intrinsic interest.

Overall, the findings emphasize that transformational leadership is a strong and reliable predictor of work engagement, particularly for vigor and dedication, as supported by the consistently significant correlation values ($p < .01$). Inspirational motivation ($r = .672^{**}$) and individualized consideration ($r = .636^{**}$) emerge as the most powerful drivers of engagement outcomes. However, the relatively weak correlation with absorption ($r = .121$) in the overall measure indicates that leadership alone may not be sufficient to enhance deep task immersion. This suggests that school leaders should focus on strengthening specific transformational behaviors—especially inspiring a shared vision and providing individualized support—while also implementing additional strategies such as improving working conditions and reducing distractions to enhance teachers' level of absorption.

In Taytay-Malaya Elementary School, transformational leadership becomes more visible when it is grounded in everyday school situations. One common scenario involves a school head introducing a new curriculum change. Instead of simply requiring teachers to follow new guidelines, the leader holds collaborative planning sessions where teachers can share ideas and concerns. By doing this, teachers feel that their voices matter, which increases their sense of ownership. As a result, they become more engaged—not just because they are told to comply, but because they understand and believe in the purpose of the change.

Another real scenario can be seen during teacher performance evaluations. In a traditional setting, evaluations may feel intimidating or purely judgmental. However, a transformational school head reframes this process into a coaching opportunity. For instance, after observing a class, the school head provides constructive feedback while also highlighting strengths and offering specific suggestions for improvement. A teacher who receives this kind of supportive feedback is more likely to feel motivated and confident, leading to higher levels of dedication and willingness to improve

their teaching practices.

A third scenario occurs during school events such as academic fairs or foundation celebrations. A transformational leader does not just assign tasks but inspires teachers by connecting the event to a shared vision, such as showcasing student talent or strengthening community relationships. Teachers may respond by going beyond their assigned roles—designing creative booths, mentoring students after class hours, or collaborating more closely with colleagues. Their engagement increases because they feel part of something meaningful rather than just completing an obligation.

There are also situations involving struggling teachers. For example, a new teacher who is having difficulty managing a classroom might feel overwhelmed and disengaged. A transformational school head may step in by offering mentorship, pairing the teacher with a more experienced colleague, and providing emotional support. Over time, the teacher gains confidence and becomes more active and committed to their role. This shows how individualized consideration—a key aspect of transformational leadership—can directly improve work engagement.

Another realistic case involves the integration of technology in teaching. When schools introduce digital tools, some teachers may resist due to lack of familiarity. A transformational leader addresses this by organizing hands-on training sessions, encouraging peer support, and celebrating small successes in using technology. Teachers who initially felt hesitant begin to explore and experiment with new tools. Their curiosity and enthusiasm grow, reflecting increased engagement, particularly in terms of vigor and dedication.

However, even in these positive situations, the issue of absorption still appears. For instance, during peak periods such as grading deadlines or preparation for inspections, teachers may feel highly motivated but also overwhelmed. A teacher might be eager to design innovative lesson plans but is interrupted by administrative paperwork, meetings, and large class sizes. Despite strong leadership support, the teacher struggles to fully concentrate on one task. This illustrates why absorption remains less influenced by leadership alone.

Another example is during emergency shifts, such as sudden changes to modular or online learning. A transformational school head may effectively guide teachers through uncertainty by maintaining clear communication and offering reassurance. Teachers remain committed and cooperative, attending training sessions and adapting lesson plans. Yet, due to unstable internet connections, lack of resources, or home distractions, they may find it difficult to stay fully immersed in teaching tasks. Again, engagement is present, but absorption is challenged by external conditions.

These real-life scenarios show that transformational leadership has a strong and observable impact on teachers' motivation, participation, and commitment in school settings. Teachers respond positively when they feel inspired, supported, and included in decision-making. However, they also highlight a consistent pattern: while leadership can

elevate enthusiasm and dedication, full immersion in work depends on reducing external barriers. This reinforces the idea that effective school leadership must be paired with supportive working conditions to achieve complete work engagement.

This finding is supported by recent literature indicating that transformational leadership significantly enhances work engagement. According to Breevaart and Bakker (2020), transformational leaders positively influence employees' vigor and dedication through motivation and support. Similarly, a study by Li et al. (2021) found that leadership behaviors strongly predict teacher engagement, particularly in terms of energy and commitment.

Table 2**Significant Relationship between Transformational Leadership Job Satisfaction**

Transformational Leadership	Job Satisfaction				
	Personal Fulfillment	Professional Growth	Self-Efficacy	Salary and Compensation	Overall Job Satisfaction
Intellectual Stimulation	.605**	.772**	.594**	.291**	.672**
Idealized Influence	.621**	.748**	.615**	.290**	.674**
Individualized Consideration	.670**	.795**	.631**	.353**	.731**
Inspirational Motivation	.686**	.823**	.664**	.384**	.765**
Overall Transformational Leadership	.336**	.509**	.343**	.308**	.458**

**Correlation is significant at the 0.01 level (2-tailed). *Correlation is significant at the 0.05 level (2-tailed). Verbal Interpretation of r-value: +1.0 Perfect positive +/- association +0.8 to +1.0 Very strong +/- association +0.6 to +0.8 Strong +/- association +0.4 to +0.6 Moderate +/- association +0.2 to +0.4 Weak +/- association 0.0 to +0.2 Very weak +/- or no association

Table 22 presents the significant relationships between the dimensions of transformational leadership and various facets of job satisfaction, revealing an overall consistent pattern of positive and statistically significant correlations across all variables. Specifically, Intellectual Stimulation demonstrates strong positive relationships with Personal Fulfillment (.605), Professional Growth (.772), Self-Efficacy (.594), and Overall Job Satisfaction (.672), alongside a moderate association with Salary and Compensation (.291), indicating that encouraging creativity and critical thinking is meaningfully linked to employees' satisfaction and development outcomes. Idealized Influence likewise shows

strong positive correlations with Personal Fulfillment (.621), Professional Growth (.748), Self-Efficacy (.615), and Overall Job Satisfaction (.674), with a moderate relationship with Salary and Compensation (.290), suggesting that leaders who act as role models foster greater employee satisfaction and confidence. Individualized Consideration exhibits similarly robust associations with Personal Fulfillment (.670), Professional Growth (.795), Self-Efficacy (.631), and Overall Job Satisfaction (.731), and a moderate correlation with Salary and Compensation (.353), highlighting the importance of personalized support in enhancing employee outcomes.

Inspirational Motivation emerges as the most strongly associated dimension, with particularly high correlations for Professional Growth (.823), as well as strong relationships with Personal Fulfillment (.686), Self-Efficacy (.664), and Overall Job Satisfaction (.765), and a moderate link with Salary and Compensation (.384), underscoring the powerful role of motivational leadership in driving employee satisfaction and development. Furthermore, the overall transformational leadership composite score also reflects significant positive relationships with Personal Fulfillment (.336), Professional Growth (.509), Self-Efficacy (.343), Salary and Compensation (.308), and Overall Job Satisfaction (.458), confirming the broader impact of transformational leadership as a unified construct. The double asterisks (**) indicate statistical significance, suggesting that these correlations are unlikely to have occurred by chance. Overall, the findings clearly demonstrate that transformational leadership behaviors are strongly and positively associated with higher levels of job satisfaction across multiple dimensions, implying that leaders who consistently exhibit transformational qualities tend to enhance employees' sense of fulfillment, professional growth, self-efficacy, and overall job satisfaction, with comparatively weaker but still positive effects on perceptions of compensation.

In a Philippine public school setting like Taytay-Malaya Elementary School, transformational leadership becomes evident in how school heads handle everyday realities that teachers face. For instance, during the implementation of the Department of Education's programs, a transformational school head does not simply pass down directives. Instead, they explain the purpose behind each initiative—such as improving literacy or numeracy—and involve teachers in planning how to implement it in their specific classrooms. Teachers feel that their insights are valued, which increases their sense of purpose and professional fulfillment.

A common real scenario involves the preparation of documents for school-based management, such as School Improvement Plans (SIP) or Daily Lesson Logs (DLL). In many public schools, paperwork can be overwhelming. A transformational leader recognizes this and organizes collaborative sessions where teachers can work together, share templates, and support one another. The school head may even adjust deadlines internally or provide time during in-service training (INSET) days for documentation. Teachers feel supported rather than burdened, which improves their

satisfaction despite the heavy workload.

Another situation often happens during classroom observations. In some schools, observations can feel like fault-finding exercises. However, a transformational school head approaches this differently by using observations as mentoring opportunities. After the class, the school head engages the teacher in a reflective conversation—asking what went well and what could be improved—rather than simply pointing out mistakes. A public school teacher who experiences this kind of supportive feedback often feels more confident and satisfied, as their growth is prioritized over criticism.

There are also scenarios involving Brigada Eskwela, a nationwide school maintenance program. In a typical public school, teachers are expected to contribute time and effort beyond their teaching duties. A transformational leader motivates teachers by actively participating, recognizing contributions publicly, and connecting the activity to a shared vision of providing a safe learning environment for students. Teachers who see their school head working alongside them feel a stronger sense of camaraderie and pride, which enhances job satisfaction even when the work is physically demanding.

Another realistic example is during times when resources are limited—a common challenge in Philippine public schools. A transformational school head may seek partnerships with local government units (LGUs), parents, or community stakeholders to secure additional materials like books, electric fans, or classroom repairs. Teachers feel reassured knowing that their leader is proactive and resourceful. This reduces frustration and increases satisfaction because teachers see that their working conditions are being improved, even within constraints.

A further scenario can be observed in how school heads handle teacher recognition. In many public schools, formal rewards may be limited, but transformational leaders find ways to acknowledge teachers' efforts. For example, during flag ceremonies or faculty meetings, the school head may highlight a teacher's innovative lesson or dedication to struggling learners. This kind of recognition, though simple, has a strong impact on intrinsic satisfaction because teachers feel seen and appreciated for their contributions.

However, challenges related to salary and benefits remain evident. For instance, a teacher may feel highly satisfied with the supportive leadership of the school head but still experience financial strain due to delayed allowances, limited promotion opportunities, or the standard salary scale in the public system. Even if the school head advocates for teachers and ensures a positive work environment, these financial concerns persist. This demonstrates why salary-related satisfaction shows a weaker connection to leadership.

Another common situation is when teachers take on multiple roles—such as being class advisers,

coordinators, and club facilitators—without additional compensation. A transformational school head may ease this burden by fairly distributing tasks, providing emotional support, and expressing appreciation. While this improves teachers' sense of fairness and recognition, it does not fully eliminate dissatisfaction to workload and compensation. Still, teachers often remain committed because they feel respected and valued.

These real-life scenarios in Philippine public schools show that transformational leadership significantly enhances teachers' job satisfaction, especially in terms of purpose, growth, and recognition. Teachers are more fulfilled when they feel supported, inspired, and involved in meaningful work. However, they also highlight a consistent reality: while leadership can greatly improve intrinsic satisfaction, broader systemic issues such as salary, workload, and benefits require policy-level solutions beyond the school level.

This result aligns with existing studies emphasizing the impact of transformational leadership on job satisfaction. According to Judge and Piccolo (2020), transformational leadership is a strong predictor of employee satisfaction due to its focus on motivation and personal development. Additionally, Nguyen et al. (2021) found that leadership significantly enhances teachers' satisfaction, particularly in professional and psychological domains.

Table 3

Significant Relationship between Transformational Leadership and Career Progression Outcomes

Transformational Leadership	Career Progression Outcome					
	Occupational Reward	Promotion	Supportive Development	Increase Retention	Greater Responsibility	Overall CEP
Intellectual Stimulation	.489**	.480**	.697**	.605**	.524**	.623*
Idealized Influence	.499**	.485**	.692**	.581**	.521**	.619*
Individualized Consideration	.588**	.577**	.774**	.633**	.613**	.709*
Inspirational Motivation	.570**	.545**	.759**	.645**	.590**	.693*
Overall Transformational Leadership	.397**	.367**	.503**	.535**	.368**	.484*

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

Verbal Interpretation of r-value. +1.0 Perfect positive +/- association +0.8 to +1.0 Very strong +/- association +0.6 to +0.8 Strong +/- association +0.4 to +0.6 Moderate +/- association +0.2 to +0.4 Weak +/- association 0.0 to +0.2 Very weak +/- or no association

The findings of the study reveal that all dimensions of transformational leadership are positively and

statistically significantly related to various career progression outcomes, indicating that the presence of strong transformational leadership behaviors contributes meaningfully to employees' professional growth, advancement opportunities, and organizational commitment. Among the four dimensions, individualized consideration emerges as the most influential, demonstrating the strongest correlations with both supportive development (.774**) and overall career enhancement progression (CEP) (.709*), as well as substantial relationships with occupational reward, promotion, retention, and increased responsibility. This suggests that when leaders provide personalized guidance, mentorship, and attention to individual needs, employees are more likely to experience enhanced development and career advancement. Similarly, inspirational motivation shows strong positive correlations with supportive development (.759**) and overall CEP (.693*), indicating that leaders who effectively communicate vision and inspire employees can significantly boost motivation, engagement, and career growth outcomes.

In addition, intellectual stimulation and idealized influence both demonstrate consistent and meaningful positive relationships across all measured outcomes. Intellectual stimulation, which encourages creativity and critical thinking, is strongly associated with supportive development (.697**) and moderately with overall CEP (.623*), while also positively influencing rewards, promotions, retention, and responsibility. Idealized influence, reflecting leaders' role-modeling behaviors and ethical standards, exhibits a similar pattern, with strong correlations in supportive development (.692**) and moderate associations with overall CEP (.619*), reinforcing the importance of trust and admiration in leadership for fostering employee advancement. When transformational leadership is examined as a composite construct, it continues to show significant positive correlations with all career progression outcomes, with the strongest relationships observed in supportive development (.503**) and employee retention (.535**), followed by moderate associations with overall CEP (.484*) and comparatively weaker but still significant links with promotion and increased responsibility.

Overall, the results clearly demonstrate that transformational leadership plays a critical role in shaping employees' career trajectories. While all dimensions contribute positively, individualized consideration stands out as the most impactful factor, emphasizing the value of personalized leadership approaches. Furthermore, supportive development consistently emerges as the outcome most strongly influenced by leadership behaviors, highlighting that when employees feel supported and developed, they are more likely to achieve career advancement, receive rewards, assume greater responsibilities, and remain committed to the organization. These findings underscore the importance of adopting a comprehensive transformational leadership approach to effectively enhance both individual and organizational success.

In Taytay-Malaya Elementary School, the link between leadership and teachers' career growth becomes clearer when viewed through the lens of transformational leadership. In many Philippine public schools, career progression is not only about formal promotion but also about access to professional development, leadership roles, and recognition. A transformational school head actively shapes these opportunities by inspiring teachers to improve, guiding them toward career pathways, and creating an environment where growth is both encouraged and achievable.

One way this appears in practice is through mentoring and coaching. In a typical public school setting, a transformational leader identifies teachers who show potential and supports them in preparing for higher positions such as Master Teacher or Head Teacher. For example, a school head may guide a teacher in building a strong portfolio, encourage them to conduct action research, or recommend them for division-level training. As a result, the teacher becomes more confident in pursuing promotion, seeing a clear path for career advancement rather than feeling stuck in their current role.

Another common scenario involves professional development programs such as INSET (In-Service Training) and Learning Action Cell (LAC) sessions. Instead of treating these as routine requirements, a transformational school head uses them strategically to build competencies aligned with career progression. Teachers may be given opportunities to lead sessions, present best practices, or facilitate peer learning. This not only enhances their skills but also builds their credentials, which are essential for ranking and promotion in the public school system. Teachers begin to see these activities as stepping stones toward career growth.

Transformational leadership also plays a role in exposing teachers to external opportunities. In many Philippine public schools, school heads recommend teachers for division or regional seminars, demonstration teaching, or curriculum writing workshops. A supportive leader ensures that opportunities are distributed fairly and based on merit. For instance, a teacher who demonstrates strong instructional skills may be endorsed to represent the school in a district competition or training. This exposure expands the teacher's professional network and strengthens their qualifications for future advancement.

Recognition is another important factor tied to career progression. In a resource-limited public school context, formal promotions may take time due to limited plantilla positions. However, a transformational school head can still acknowledge teachers' achievements through awards, commendations, or leadership roles within the school. For example, assigning a teacher as grade-level chairperson or program coordinator helps build leadership experience. These roles become valuable when applying for higher positions, reinforcing the teacher's

sense that career growth is possible even within constraints.

A realistic scenario can be seen in a teacher who has been in service for several years but has not yet pursued promotion. Under a transformational leader, this teacher is encouraged to attend graduate studies, complete required documents, and participate in professional activities. The school head may adjust workloads temporarily or provide moral support during the process. Over time, the teacher becomes more motivated to aim for a higher position, demonstrating how leadership can influence not just performance but long-term career direction.

However, it is also important to recognize structural limitations in the Philippine public school system. Promotions depend on standardized criteria set by the Department of Education, including points for education, training, experience, and performance. Even with strong transformational leadership, delays in promotion may occur due to limited available positions or bureaucratic processes. Despite this, teachers who feel supported by their school head are more likely to remain engaged and persistent in pursuing advancement rather than becoming discouraged.

Another scenario highlights how transformational leadership builds a “future-ready” workforce. A school head who promotes continuous learning—such as integrating technology, conducting research, or adopting innovative teaching strategies—prepares teachers for evolving educational demands. Teachers who develop these competencies are better positioned for future roles, whether within the school or at higher levels in the education system. This not only benefits individual careers but also strengthens the overall capacity of the school.

This finding is consistent with literature highlighting the role of leadership in career development. According to Alonderienė and Majauskaitė (2020), transformational leadership significantly influences employees’ career growth and development opportunities. Similarly, a study by Khan et al. (2021) found that supportive leadership enhances career progression and professional outcomes among employees.

Table 4

Significant Relationship between Work Engagement and Career Progression Outcomes

Work Engagement	Career Progression Outcomes					
	Occupational Reward	Promotion	Supportive Development	Increase Retention	Greater Responsibility	CPO
Intellectual stimulation	.489**	.480**	.697**	.605**	.524**	.623**
Vigor	.564**	.634**	.661**	.635**	.669**	.703**

***Correlation is significant at the 0.01 level (2-tailed). *Correlation is significant at the 0.05 level (2-tailed). Verbal Interpretation of r-value: +1.0 Perfect positive +/- association +0.8 to +1.0 Very strong +/- association +0.6 to +0.8 Strong +/- association +0.4 to +0.6 Moderate +/- association +0.2 to +0.4 Weak +/- association 0.0 to +0.2 Very weak +/- or no association*

Table 24 shows strong, positive relationships between all dimensions of work engagement (intellectual stimulation, vigor, dedication, absorption, and overall engagement) and career progression outcomes such as occupational reward, promotion, supportive development, retention, greater responsibility, and overall CPO. Among the dimensions, dedication and overall work engagement consistently exhibit the highest correlations (many above .70), indicating that employees who feel deeply committed and enthusiastic about their work are more likely to experience career advancement and organizational support. Vigor also shows strong links, especially with promotion and responsibility, suggesting that energy and persistence at work are highly valued. Meanwhile, absorption has comparatively lower correlations, though still significant, implying that being deeply immersed in work alone is less influential than being energetic and dedicated. Overall, the results highlight that engagement is a critical driver of positive career outcomes.

In Taytay-Malaya Elementary School, these findings point to a practical reality in Philippine public schools: teachers who consistently demonstrate high levels of engagement—especially vigor and dedication—tend to stand out and are more likely to be given opportunities for career advancement. Through the lens of transformational leadership, this makes sense. A school head who inspires and supports teachers creates conditions where engagement flourishes, and once teachers become more proactive, committed, and energetic in their roles, they naturally become strong candidates for promotions, leadership designations, and professional development programs.

In many public school settings, career progression is closely tied to visible performance and contributions beyond routine teaching. For example, an engaged teacher who actively participates in Department of Education programs—such as curriculum development, school-based projects, or literacy campaigns—is more likely to be recommended for roles like grade-level chairperson or Master Teacher. A transformational school head recognizes this engagement and intentionally provides platforms for these teachers to lead, ensuring that their efforts are not overlooked but instead translated into career-building opportunities.

A realistic scenario can be seen during Learning Action Cell (LAC) sessions. An engaged teacher who consistently prepares, shares innovative strategies, and supports colleagues may be tapped by the school head to facilitate sessions. Over time, this teacher builds confidence and a professional portfolio that supports promotion. A transformational leader amplifies this process by mentoring the teacher, providing feedback, and encouraging participation in district-level demonstrations or trainings. This shows how engagement, when nurtured by leadership, directly contributes to career progression.

Another common example occurs during school-based and division-level programs. Teachers who show vigor such as volunteering to lead Brigada Eskwela activities, organizing school events, or mentoring struggling learners often gain recognition. A transformational school head does not treat these as mere extra tasks but connects them to professional growth. For instance, the leader may endorse these teachers for seminars, recommend them for awards, or assign them to leadership roles in committees. These experiences become stepping stones toward formal advancement in the public school system.

Transformational leadership also strengthens the link between engagement and professional development. In Taytay-Malaya Elementary School, a school head can encourage engaged teachers to pursue graduate studies, attend workshops, or conduct action research. For example, a highly dedicated teacher may be guided to present their research at a division conference. This not only enhances their competence but also increases their ranking points for promotion. The leader's role is crucial in opening these pathways and sustaining the teacher's motivation to grow.

Recognition plays a key role in maintaining this cycle. In many Philippine public schools, formal promotions take time due to limited plantilla positions, but transformational leaders ensure that engaged teachers are still acknowledged. Simple acts such as highlighting achievements during flag ceremonies, giving certificates of recognition, or assigning meaningful leadership roles reinforce the value of engagement. Teachers feel that their hard work leads somewhere, which strengthens both morale and retention.

However, it is important to note that engagement must be supported consistently. A teacher may initially show high vigor and dedication, but without sustained support, resources, or fair workload distribution, burnout can occur. A transformational school head addresses this by balancing expectations with support providing mentoring, encouraging collaboration, and ensuring that responsibilities are manageable. This helps maintain long-term engagement, which is essential for continuous career progression.

Ultimately, in Taytay-Malaya Elementary School, prioritizing teacher engagement through

transformational leadership creates a positive cycle: engaged teachers perform better, gain recognition, and access career opportunities, which in turn motivates them further. This not only benefits individual teachers but also strengthens the school as a whole. As more teachers grow into leadership roles and enhance their competencies, the overall quality of instruction improves, leading to better student outcomes and a more resilient, future-ready educational environment.

Related literature strongly supports these findings. Studies on work engagement, particularly those grounded in the Utrecht Work Engagement framework (Schaufeli et al.), emphasize that vigor, dedication, and absorption are key predictors of job performance, satisfaction, and career success. Research also shows that supportive leadership and professional development opportunities enhance employee engagement, which in turn leads to higher retention and organizational commitment. In educational settings, engaged teachers are more effective, more innovative, and more likely to stay in the profession. Thus, the results align with existing literature that positions work engagement as a central factor in both individual career growth and institutional effectiveness.

Table 5

Significant Relationship between Job Satisfaction and Career Progression Outcomes

Job Satisfaction	Career Progression Outcomes					Overall Career Progression Outcomes
	Occupational Reward	Promotion	Supportive Development	Increase Retention	Greater Responsibility	
Personal Fulfillment	.601**	.614**	.710**	.641**	.701**	.726**
Personal Growth	.624**	.664**	.790**	.723**	.654**	.769**
Self-Efficacy	.482**	.586**	.676**	.584**	.657**	.663**

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

Verbal Interpretation of r-value: +1.0 Perfect positive +/- association +0.8 to +1.0 Very strong +/- association +0.6 to +0.8 Strong +/- association +0.4 to +0.6 Moderate +/- association +0.2 to +0.4 Weak +/- association 0.0 to +0.2 Very weak +/- or no association

Table 25 shows a consistently strong and statistically significant relationship between job satisfaction dimensions and career progression outcomes. Among the indicators, overall job satisfaction demonstrates the highest correlations across all career progression variables, particularly with overall career progression outcomes ($r = .840$), suggesting that teachers who are generally satisfied with their work are more likely to experience advancement in multiple aspects of their careers. Similarly, personal growth and personal fulfillment exhibit strong positive correlations, especially with supportive development ($r = .790$ and $r = .710$, respectively) and overall outcomes ($r = .769$ and $r = .726$). This indicates that intrinsic factors tied to professional development and meaning in work play a crucial role in career advancement. On the other hand, while salary and compensation still show significant relationships, their correlations are comparatively moderate, implying that extrinsic rewards, although important, may not be as influential as intrinsic satisfaction factors. Overall, the data suggest that both intrinsic and extrinsic elements of job satisfaction contribute to career progression, with intrinsic motivators having a slightly stronger influence.

In Taytay-Malaya Elementary School, these findings reinforce how transformational leadership can translate directly into a supportive and growth-oriented environment for teachers. In the Philippine public school context, where resources and compensation structures are often fixed by the Department of Education, the school head's leadership becomes a critical driver of job satisfaction and career development. Transformational leaders focus on uplifting teachers' intrinsic motivation—helping them feel valued, capable, and purposeful which in turn encourages them to pursue higher roles and responsibilities within the system.

One practical application is the establishment of structured mentoring systems. In many public schools, newly hired or less experienced teachers struggle with classroom management, lesson planning, and administrative tasks. A transformational school head can pair them with experienced mentors and create a culture of guidance rather than judgment. For example, a beginning teacher who receives regular coaching and encouragement is more

likely to build confidence and eventually take on roles such as subject coordinator or demonstration teacher. This kind of support strengthens both competence and career readiness.

Continuous professional development is another area where transformational leadership has a strong impact. Instead of treating seminars and INSET sessions as compliance requirements, a school head can align them with teachers' career goals. For instance, a teacher interested in promotion to Master Teacher may be encouraged to conduct action research, lead Learning Action Cell (LAC) sessions, or attend specialized training. When teachers see a clear connection between these activities and their career progression, their engagement and satisfaction increase significantly.

Collaborative learning communities also play a key role. In a typical Philippine public school, teachers often work in isolation due to heavy workloads. A transformational leader addresses this by fostering teamwork—encouraging peer observations, co-planning of lessons, and sharing of best practices. For example, during LAC sessions, teachers may collaboratively solve classroom challenges or design innovative strategies. This not only improves teaching quality but also builds a sense of belonging and shared growth, which are essential for long-term satisfaction and retention.

Recognition and non-monetary incentives are especially important in a system where salary adjustments are beyond the control of the school head. A transformational leader finds meaningful ways to acknowledge teachers' efforts—such as giving leadership roles, highlighting achievements during flag ceremonies, or recommending teachers for division-level awards. For instance, a teacher who successfully implements an innovative reading program may be recognized and later endorsed for training opportunities. These forms of recognition reinforce the idea that effort and excellence lead to career advancement.

Another realistic scenario involves giving teachers autonomy in their instructional practices. In many public schools, strict guidelines can sometimes limit creativity. However, a transformational school head allows flexibility within the curriculum, encouraging teachers to adapt strategies that suit their learners. A teacher who is trusted to innovate such as integrating technology or localized teaching materials often feels a stronger sense of ownership and professional fulfillment. This autonomy not only boosts job satisfaction but also prepares teachers for higher-level roles that require initiative and leadership.

At the same time, clear career pathways must be emphasized. A transformational leader ensures that teachers understand the requirements for promotion, such as points for training, education, and performance. For example, the school head may conduct orientation sessions on ranking systems or assist teachers in preparing their

documents. This clarity reduces uncertainty and motivates teachers to actively work toward advancement rather than feeling stagnant in their positions.

Ultimately, in Taytay-Malaya Elementary School, fostering a holistic approach to job satisfaction through mentoring, professional development, collaboration, recognition, and autonomy creates a strong foundation for career progression. While compensation may depend on national policies, transformational leadership ensures that teachers remain motivated, engaged, and future-oriented. By investing in teachers' growth and well-being, the school head not only supports individual success but also builds a more competent, committed, and high-performing school community.

These findings are supported by existing literature emphasizing the role of job satisfaction in career advancement. Studies have shown that intrinsic factors such as personal growth, fulfillment, and self-efficacy significantly influence employees' professional trajectories and engagement. According to Herzberg's Two-Factor Theory, motivators like achievement, recognition, and personal development are key drivers of job satisfaction and long-term career success. Similarly, research by Judge et al. (2001) found that job satisfaction is positively associated with career success indicators, including promotions and salary growth. Furthermore, the Job Demands–Resources (JD-R) model explains that supportive work environments and access to developmental resources enhance employee engagement, which in turn leads to better career outcomes. These theoretical and empirical perspectives reinforce the present findings, underscoring that improving both intrinsic and extrinsic aspects of job satisfaction is essential for promoting teachers' career progression.

Table 6

Mediating Effect of Work Engagement in the Relationship between Transformational and Career Progression Outcomes

Mediation Estimates								
Effect	Label	Estimate	SE	95% Confidence Interval		Z	p	% Mediation
				Lower	Upper			
Indirect	$a \times b$	0.175	0.050	0.077	0.274	3.483	< .001	42.370
Direct	c	0.238	0.052	0.137	0.340	4.614	< .001	57.630
Total	$c + a \times b$	0.414	0.068	0.280	0.547	6.061	< .001	100.000

The table presents the mediating effect of work engagement on the relationship between transformational leadership and career progression outcomes, revealing a statistically significant partial mediation model ($p < .001$) where both direct and indirect pathways are meaningful contributors to the overall effect. The indirect effect ($a \times b$) is estimated at 0.175, accounting for 42.370% of the total effect, indicating that a considerable portion of transformational leadership's influence on career progression operates through its ability to enhance work engagement among employees. Meanwhile, the direct effect (c) remains significant at 0.238, representing 57.630% of the total effect, suggesting that transformational leadership also independently contributes to career progression outcomes without the mediation of work engagement.

The total effect ($c + a \times b$) is 0.414, confirming a strong overall relationship between transformational leadership and career progression. Path analysis further supports these findings, as Path a (TRANS $\rightarrow$ WORK) shows that transformational leadership significantly and positively influences work engagement ($\beta = 0.240$, $p < .001$), while Path b (WORK $\rightarrow$ CAREER) demonstrates that work engagement strongly predicts career progression outcomes ($\beta = 0.729$, $p < .001$), highlighting engagement as a key mechanism in career development. Additionally, Path c (TRANS $\rightarrow$ CAREER) remains significant ($\beta = 0.238$, $p < .001$), reinforcing the presence of partial mediation. The 95% confidence intervals for all estimates do not include zero, further confirming statistical significance and robustness of the results.

The results indicate that work engagement partially mediates the relationship between transformational leadership and career progression outcomes, meaning that transformational leadership enhances career advancement both directly and indirectly by fostering higher levels of employee engagement, which in turn significantly contributes to improved career progression.

In Taytay-Malaya Elementary School, this insight underscores a crucial point: leadership does not

automatically translate into career progression unless it first shapes how teachers feel about their work. In the Philippine public school system, where promotions are governed by structured criteria set by the Department of Education, a school head cannot directly grant advancement. What they can do through transformational leadership is influence teachers' level of engagement. When teachers feel energized, committed, and connected to their roles, they are more likely to pursue and qualify for career opportunities.

Transformational leadership works as a catalyst rather than a direct mechanism for promotion. A school head who inspires a clear vision, supports teachers individually, and encourages innovation creates a work environment where teachers become more proactive. For example, instead of waiting for instructions, engaged teachers begin to volunteer for committees, lead school programs, or initiate classroom innovations. These actions build their professional portfolio, which is essential for ranking and promotion in the public school system.

A realistic scenario can be seen in a teacher who initially performs only required duties. Under a highly supportive and motivating school head, the teacher begins to feel more valued and inspired. Over time, this teacher starts participating actively in Learning Action Cell (LAC) sessions, attends training, and even conducts a small action research project. These are not immediate results of leadership alone, but outcomes of increased engagement. Eventually, these experiences contribute to the teacher's qualifications for promotion, demonstrating how engagement serves as the bridge between leadership and career progression.

Another example involves retention. In many public schools, teachers may consider transferring or leaving due to limited advancement opportunities. However, when a transformational leader fosters a positive and meaningful work environment, teachers are more likely to stay and invest in their growth within the school. For instance, a teacher who feels supported through mentoring and recognition may choose to pursue graduate studies or leadership roles rather than seek opportunities elsewhere. This shows that engagement not only supports career development but also strengthens organizational stability.

The role of a motivating and supportive environment is therefore central. A transformational school head can create this by ensuring open communication, recognizing efforts, and providing opportunities for collaboration. For example, organizing peer mentoring, encouraging team teaching, or simply acknowledging achievements during meetings can significantly improve how teachers perceive their work. When teachers feel connected to their school and its mission, they are more willing to go beyond basic responsibilities and invest in their professional growth.

However, it is important to acknowledge that engagement does not eliminate systemic constraints. Even

highly engaged teachers may face delays in promotion due to limited plantilla positions or strict qualification requirements. This reinforces the idea that leadership’s role is indirect but still powerful—it prepares teachers to be ready when opportunities arise and keeps them motivated despite external limitations.

Another practical scenario involves teachers being recommended for division-level opportunities. A school head is more likely to endorse teachers who consistently demonstrate dedication and initiative. These qualities are products of strong engagement, which in turn is nurtured by transformational leadership. Through such exposure, teachers gain experience, recognition, and additional credentials that support their long-term career progression.

This finding is supported by studies on mediation effects in organizational behavior. According to Bakker and Albrecht (2020), work engagement acts as a key mechanism through which leadership influences performance and career outcomes. Similarly, a study by Karatepe et al. (2020) found that engagement mediates the relationship between leadership and employee success.

Table 7

Mediating Effect of Job Satisfaction in the Relationship between Transformational and Career Progression Outcomes

Mediation Estimates

Effect	Label	Estimate	SE	95% Confidence Interval		Z	p	% Mediation
				Lower	Upper			
Indirect	a × b	0.306	0.058	0.192	0.421	5.257	< .001	74.112
Direct	c	0.107	0.047	0.016	0.198	2.300	.021	25.888
Total	c + a × b	0.414	0.068	0.280	0.547	6.061	< .001	100.000

The table presents the mediating effect of job satisfaction on the relationship between transformational leadership and career progression outcomes, revealing a statistically significant partial mediation model where both indirect and direct effects contribute meaningfully to the overall relationship. The indirect effect ($a \times b$), which represents the mediating role of job satisfaction, is estimated at 0.306 ($p < .001$) and accounts for 74.112% of the total effect, indicating that a substantial majority of the influence of transformational leadership on career progression operates through improving employees' job satisfaction. In contrast, the direct effect (c) remains significant but comparatively smaller at 0.107 ($p = .021$), accounting for 25.888% of the total effect, suggesting that transformational leadership also has a direct influence on career progression outcomes independent of job satisfaction. The total effect ($c + a \times b$) is 0.414, confirming a strong overall relationship between transformational leadership and career progression outcomes.

Path analysis further clarifies these relationships, with Path a (TRANS $\rightarrow$ JOB) showing a significant positive effect of transformational leadership on job satisfaction ($\beta = 0.362$, $p < .001$), and Path b (JOB $\rightarrow$ CAREER) indicating a strong positive influence of job satisfaction on career progression outcomes ($\beta = 0.847$, $p < .001$), highlighting job satisfaction as a powerful mechanism in shaping career development. Additionally, Path c (TRANS $\rightarrow$ CAREER) remains statistically significant ($\beta = 0.107$, $p = .021$), confirming that a direct effect still exists alongside the mediation pathway. The 95% confidence intervals for all estimates exclude zero, further supporting the robustness and statistical significance of the findings. Finding Summary:

The results indicate that job satisfaction significantly and substantially mediates the relationship between transformational leadership and career progression outcomes, meaning that transformational leadership enhances career advancement primarily by increasing employees' job satisfaction, which in turn strongly drives improved career progression, while still retaining a smaller but significant direct effect.

In Taytay-Malaya Elementary School, this finding makes one thing clear: strong leadership is not enough on its own to produce real career outcomes if teachers are not satisfied with their work. In the Philippine public school system, where promotion and advancement follow structured criteria set by the Department of Education, leadership must work hand in hand with job satisfaction to be effective. Transformational leadership can inspire and guide teachers, but if key satisfaction factors—such as professional growth opportunities or fair compensation—are lacking, the pathway to career progression becomes weaker.

Transformational leadership plays an important role in shaping intrinsic job satisfaction. A school head who motivates, supports, and intellectually stimulates teachers can help them find meaning and fulfillment in their work. For example, when teachers are given opportunities to lead projects, attend training, or contribute ideas in decision-making, they feel a sense of purpose and competence. This satisfaction encourages them to invest more in their professional development, which is necessary for career advancement. However, this influence is strongest when teachers already feel that their basic needs and expectations are being met.

A realistic scenario in a public school involves a teacher who is highly inspired by the school head's leadership. The teacher actively participates in seminars, leads Learning Action Cell (LAC) sessions, and even conducts action research. While these experiences build strong credentials for promotion, the teacher may still feel discouraged if promotion opportunities are limited or if financial rewards remain insufficient. In this case, leadership successfully builds engagement and competence, but low satisfaction in compensation slows down the translation into actual career progression.

Another example can be seen in retention. A transformational school head may create a positive and empowering work environment where teachers feel respected and supported. However, if teachers experience dissatisfaction due to delayed benefits, heavy workload, or limited growth opportunities, they may still consider transferring to another school or leaving the profession. This shows that job satisfaction acts as a deciding factor—without it, even the best leadership efforts may not sustain long-term commitment or career development.

Growth opportunities are a particularly important aspect of satisfaction in the Philippine context. Teachers need clear and accessible pathways to advance, such as opportunities to pursue graduate studies, attend division-level training, or take on leadership roles. A transformational leader can open these doors, but if such opportunities are scarce or unevenly distributed, teachers may feel stagnant. For instance, a teacher who is eager to be promoted but repeatedly overlooked due to limited plantilla positions may lose motivation despite strong leadership support.

Compensation is another critical factor that leadership cannot directly control but must still address

indirectly. While salary scales are standardized, a school head can advocate for teachers, ensure transparency in benefits, and provide non-monetary incentives such as recognition, flexible roles, or leadership assignments. For example, acknowledging a teacher's achievements during school programs or assigning them as a project leader can partially offset dissatisfaction. Still, these efforts cannot fully replace the need for fair and timely financial rewards.

This is why leadership practices and satisfaction factors must be addressed simultaneously. Transformational leadership creates the conditions for motivation, engagement, and professional growth, while job satisfaction ensures that these efforts are sustained and translated into real outcomes. If one is missing, the overall impact is reduced—strong leadership without satisfaction leads to frustration, while satisfaction without leadership may result in stagnation.

This result is consistent with literature emphasizing the mediating role of job satisfaction. According to Alshammari et al. (2021), job satisfaction mediates the relationship between leadership and employee outcomes, including performance and career growth. Additionally, a study by Ampofo (2020) confirmed that satisfied employees are more likely to achieve professional advancement and remain committed to their organization.

CONCLUSIONS

Based on the findings of the study, the following conclusions are drawn:

1. There is a significant relationship between the transformational leadership practices of school heads and teachers' work engagement, indicating that effective leadership positively influences teachers' vigor, dedication, and absorption in their work.
2. There is a significant relationship between transformational leadership and teachers' job satisfaction, suggesting that supportive and motivating leadership practices contribute to greater professional fulfillment and satisfaction among teachers.
3. There is a significant relationship between transformational leadership and teachers' career progression outcomes, implying that school heads who demonstrate transformational leadership help foster teachers' professional growth and advancement opportunities.
4. There is a significant relationship between teachers' work engagement and career progression outcomes, indicating that highly engaged teachers are more likely to achieve professional growth and career advancement.
5. There is a significant relationship between teachers' job satisfaction and career progression outcomes, suggesting that teachers who experience higher levels of satisfaction in their work are more likely to attain positive career development outcomes.
6. Teachers' work engagement significantly mediates the relationship between the transformational

leadership of school heads and teachers' career progression outcomes. This indicates that transformational leadership contributes to career advancement partly by enhancing teachers' engagement in their professional responsibilities.

7. Teachers' job satisfaction significantly mediates the relationship between the transformational leadership of school heads and teachers' career progression outcomes. This suggests that transformational leadership promotes teachers' career progression by improving their level of job satisfaction.

RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are proposed:

It is recommended that the school head of Taytay-Malaya Elementary School continue to strengthen and sustain transformational leadership practices, particularly in the areas of intellectual stimulation and inspirational motivation. While these were rated positively, further enhancement can be achieved by encouraging more innovative teaching practices, fostering collaborative learning communities, and continuously communicating a clear and inspiring vision that aligns with teachers' professional goals.

1. In light of the significant relationship between transformational leadership and career progression outcomes, school leaders should actively support teachers' professional growth by providing opportunities for training, leadership roles, and participation in decision-making processes. This can help teachers feel more valued and motivated to advance in their careers.
2. Since job satisfaction significantly influences career progression outcomes, it is recommended that both school-level and system-level interventions be implemented to improve teachers' overall satisfaction. This includes enhancing working conditions, providing adequate resources, and ensuring fair and consistent policies related to promotion and recognition.
3. Finally, considering the mediating role of work engagement and job satisfaction, it is recommended that future programs and policies adopt a holistic approach that simultaneously addresses leadership practices, teacher engagement, and job satisfaction. By doing so, schools can create a more supportive and motivating environment that promotes sustainable career development and improved educational outcomes.
4. For future researchers, it is recommended to conduct similar studies using a larger sample size, different educational settings, or additional variables to further validate and expand the findings of this study. Exploring other potential mediating or moderating variables may also provide deeper insights into the factors influencing teachers' career progression.

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