

# Administrative Practices of School Administrators and Their Effects on Teachers' Job Satisfaction

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**Abstract**— This study investigates the administrative practices of school administrators and their effects on teachers' job satisfaction. School administrators' leadership styles, including directive, supportive, participative, and achievement-oriented approaches, play a pivotal role in influencing teachers' motivation, job satisfaction, and performance. A descriptive-correlational research design was employed to examine the relationship between administrative practices and job satisfaction among teachers. The sample consisted of school administrators and teachers from various schools. Results revealed that school administrators exhibit high levels of leadership practices, with participative leadership having the most significant impact. Teachers reported high levels of job satisfaction, especially concerning motivators such as career growth and achievement, and hygiene factors like workload distribution and job security. A significant positive relationship between administrative leadership and teachers' job satisfaction was found, with a correlation coefficient of 0.388 ( $p$ -value = 0.028). Demographic factors such as age, sex, and educational attainment did not significantly affect administrative practices. The study concludes that effective administrative practices, particularly participative leadership, are crucial in enhancing teachers' job satisfaction. Recommendations for school administrators include fostering a participative leadership approach, ensuring equitable workload distribution, and promoting professional development. The study suggests further research on additional factors influencing teachers' job satisfaction and school effectiveness.

**Keywords**— Administrative practices, school administrators, teachers, job satisfaction, leadership styles, participative leadership, work environment.

## I. INTRODUCTION

### *Background of the Study*

School administrators have a significant impact on the work climate and job satisfaction of teachers through their administrative style. Effective leadership, either directive, supportive, participative, or achievement-oriented, has a major impact on teachers' motivation, commitment, and performance. If administrators create a supportive and inclusive work climate, teachers are likely to feel job satisfaction, resulting in improved instructional delivery and student performance. On the other hand, inept leadership and poor administrative support can lead to dissatisfaction, stress, and low productivity among teachers. It is critical to understand the correlation between the school administrators' leadership styles and teachers' job satisfaction in fostering a positive school culture and enhancing teacher retention. This research attempts to investigate the effect of varying administrative practices on the job satisfaction of teachers in relation to motivators and hygiene factors and how demographic variables have an impact on the effectiveness of such practices.

Administrative practices significantly contribute to the work environment and job satisfaction of teachers. Strong school leadership, as reflected through directive, supportive, participative, and achievement-oriented

styles, increases teacher motivation and a positive school culture (Revelo, 2023). Sound administrative practices also impact instructional supervision, which supports a collaborative and goal-oriented work climate that ensures professional development and job satisfaction for educators (Macalisang, 2023). In addition, teacher morale and interpersonal self-efficacy are greatly influenced by the leadership style of school administrators, which also influences overall teaching performance and job satisfaction (Nayon & Macalisang, 2024). An understanding of the interconnection between administrative practices and job satisfaction is critical in providing a supportive and effective learning environment.

Initial interviews and observations identify some gaps and lapses in the administrative behaviors of school administrators that affect teachers' job satisfaction. Most teachers complain about inconsistent leadership styles, low participatory decision-making, and poor support in professional growth. Some administrators have a tendency to emphasize directive leadership, usually ignoring the need for supportive and participative styles that encourage collaboration and motivation. In addition, communication gaps and lack of appreciation for teachers' work lead to decreased morale and job satisfaction. These problems underscore the necessity

for a more in-depth analysis of how various leadership styles affect teacher motivation and well-being, serving as a foundation for improving administrative practices to foster a more positive and productive work environment.

This research intends to explore the role of school administrators' administrative practices on teachers' job satisfaction. In particular, it aims to identify the demographic characteristics of the respondents and determine the level at which administrators use multiple leadership styles, such as directive, supportive, participative, and achievement-oriented leadership. The research also intends to determine how these administrative practices affect teachers' job satisfaction as measures of motivators and hygiene factors. Additionally, it aims to determine if there is a significant relationship between teachers' job satisfaction and the leadership style of school administrators and whether there is a variation in administrative practices when respondents are clustered based on demographic variables. The implications of this study will be significant in enhancing leadership strategies, promoting a healthy work climate, and improving teachers' overall satisfaction and performance.

## II. RESEARCH METHODOLOGY

### *Research Design*

The study utilized a descriptive-correlational design, as outlined by Creswell (2018), to describe current conditions and examine relationships among variables without manipulating them. The descriptive component assessed the existing state of administrative practices and teacher job satisfaction in the Clarin South District, identifying patterns and trends. The correlational aspect analyzed the strength and direction of relationships between variables using statistical methods, aiming to determine whether significant associations existed, though not implying causation.

### *Research Environment*

This study was conducted in Clarin South District, Misamis Occidental, a coastal area with a growing population and an economy based on small businesses, fishing, and agriculture. The district includes several elementary and secondary schools that face various challenges in delivering quality education, making it a suitable setting for this research.

### *Respondents of the Study*

The study's respondents included 36 school administrators and 273 teachers from Clarin South

District, Misamis Occidental. Administrators consisted of principals, assistant principals, and other school officials with at least one year in their roles, while teachers had a minimum of one year teaching experience under the current administration. Teachers from various subjects and grade levels were selected to provide comprehensive insights into how administrative leadership affects their motivation, work environment, and job satisfaction. A stratified random sampling method ensured representation across different administrative and teaching levels, enabling a thorough assessment of leadership styles and their impact on teacher satisfaction.

### *Research Instrument*

The research instrument used was a self-administered questionnaire with three sections aligned to the study's objectives. The first section collected respondents' demographic data, such as age, sex, education level, and job title, to analyze how these factors relate to attitudes on leadership and job satisfaction. The second section, answered by school administrators, measured their leadership styles—directive, supportive, participative, and achievement-oriented—using a five-point Likert scale. The third section, completed by teachers, assessed how administrative practices affect their job satisfaction by examining motivators (intrinsic factors like recognition and career growth) and hygiene factors (external conditions like workload and support) on a similar Likert scale. This structured approach ensured systematic and relevant data collection to explore the relationship between leadership practices and teachers' job satisfaction.

### *Instruments Validation*

The study was validated through expert reviews and pilot testing to ensure content, face, construct, and criterion validity. Reliability was confirmed using Cronbach's alpha and test-retest methods, demonstrating the instrument's consistency and stability for effectively measuring school administrators' leadership and its impact on teachers' job satisfaction.

### *Data Gathering Procedure*

Data collection began with securing formal permission from the Department of Education Division Office and school administrators through a request letter explaining the study's purpose, respondents, and confidentiality assurances. After approval, questionnaires were distributed to school administrators and teachers at convenient times. Respondents were briefed on the study's aims, the importance of their participation, and

confidentiality. They were given sufficient time to provide thoughtful answers. The researcher carefully checked the collected questionnaires for completeness and followed up as needed to ensure a high response rate. Finally, the data were organized and analyzed statistically to address the research questions and draw conclusions.

### Ethical Considerations

This study followed the ethical standards outlined by Bryman and Bell (2007), ensuring informed consent by fully informing participants about the study's purpose, procedures, and their right to withdraw without penalty. Confidentiality and anonymity were strictly maintained, with data securely stored and used only for educational purposes. The research was conducted with honesty and transparency, avoiding data manipulation. Furthermore, the principle of non-maleficence was observed to prevent any psychological, emotional, or professional harm to participants, thus upholding the study's integrity and respect for their rights (Bryman & Bell, 2007).

### Data Analysis

The data collected in this study were analyzed using various statistical tools tailored to each research question. Frequency count and percentage distribution described the respondents' demographic profiles such as age, sex, education level, and position, providing a clear overview of their characteristics. Arithmetic mean was used to determine the average levels of school administrators' leadership practices and their impact on teachers' job satisfaction, revealing general trends. To examine the relationship between administrative practices and job satisfaction, Spearman's rank correlation coefficient was applied, testing the strength and significance of the association. Lastly, the Kruskal-Wallis H test assessed whether differences in administrative practices existed across demographic groups, such as age, sex, education, and job position. These statistical methods ensured accurate and reliable analysis, supporting valid conclusions and recommendations.

## III. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

*Table 1. Demographic Profile of Respondents*

Profile	School Administrators		Teachers	
	f	%	f	%
<b>Age</b>				
20-29 years	3	9.38	90	32.97
30-39 years	12	37.50	91	33.33
40-49 years	13	40.63	92	33.70
50 years and above	3	12.50	0	0
<b>Total</b>	32	100	273	100
<b>Sex</b>				
Male	6	18.75	139	50.92
Female	22	68.75	111	40.66
Prefer not to say	4	12.50	23	8.42
<b>Total</b>	32	100	273	100
<b>Educational Attainment</b>				
Bachelor's Degree	0	0.00	133	48.72
Master's Degree	18	56.25	115	42.12
Doctorate Degree	14	43.75	25	9.16
<b>Total</b>	32	100	273	100
<b>Position</b>				
Teacher I			53	19.41
Teacher II			44	16.12
Teacher III			61	22.34
Master Teacher I			76	27.84
Master Teacher II			39	14.29
School Administrator			53	19.41
<b>Total</b>	32	100	273	100

Table 1 summarizes the demographic profile of the respondents. Most school administrators are aged 40–49 (40.63%), while teachers are evenly distributed across the 20–49 age range, indicating that administrators tend to be more experienced. In terms of sex, females dominate administrative roles (68.75%), whereas the teaching workforce is more balanced, with a slight male majority (50.92%).

Educational attainment shows all school administrators hold advanced degrees—56.25% with a master's and 43.75% with a doctorate—while nearly half of the teachers (48.72%) have only a bachelor's degree. This

underscores the role of higher qualifications in attaining leadership positions. In terms of rank, many teachers hold advanced teaching roles, particularly Master Teacher I (27.84%), indicating professional growth opportunities.

Overall, the data suggest that school leadership is typically assigned to experienced, highly educated females, while the teaching staff is younger and more academically diverse. These demographics may influence job satisfaction through opportunities for advancement, gender representation, and professional development.

**Table 2.2** Extent School Administrators Practice Administrative Leadership in Terms of Supportive Leadership

Indicators	Sd	Mean
1. I recognize teachers' efforts and achievements.	0.71	4.16
2. I provide emotional and professional support to teachers.	0.71	4.16
3. I foster a positive and inclusive school environment.	0.79	4.06
4. I address teachers' concerns and provide assistance when needed.	0.70	4.13
5. I create a work atmosphere that promotes job satisfaction.	0.79	4.06
<b>Average Mean</b>		4.113 (High)

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High” 4.21 – 5.00 “Very High”

Table 2.1 reveals that school administrators exhibit a high level of directive leadership, with an average mean of 4.088. This indicates that administrators consistently provide clear instructions, set expectations, enforce rules, and monitor adherence to policies, contributing to a structured and efficient school environment.

The highest-rated indicators (Mean = 4.13) involve independently making decisions and giving corrective feedback, reflecting strong authority and active performance management. Other indicators—providing

instructions, setting expectations, and ensuring rule compliance—all scored 4.06, reinforcing the consistency of directive practices.

These results imply that directive leadership fosters clarity and accountability. However, balancing this with teacher autonomy is essential to sustain job satisfaction. Supporting this, Saxon (2015) found that directive leadership can positively influence teacher satisfaction when paired with opportunities for participation and professional independence.

**Table 2.3** Extent School Administrators Practice Administrative Leadership in Terms of Participative Leadership

Indicators	Sd	Mean
1. I encourage teachers to share their opinions in decision-making.	0.73	4.19
2. I involve teachers in school policy development.	0.71	4.16
3. I consider teachers' suggestions before implementing changes.	0.71	4.16
4. I hold regular meetings to discuss school improvements with teachers.	0.70	4.13
5. I support teacher-led initiatives for school improvement.	0.71	4.16
<b>Average Mean</b>		4.156 (High)

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High” 4.21 – 5.00 “Very High”

Table 2.3 shows that school administrators demonstrate a high level of participative leadership, with an average mean of 4.156. This indicates that administrators actively involve teachers in decision-making, school policy development, and improvement initiatives—fostering a collaborative and inclusive school culture.

The highest-rated indicator, "I encourage teachers to share their opinions in decision-making" (Mean = 4.19), highlights administrators' openness to teacher input. Closely following at 4.16 are items related to involving teachers in policy development, considering their suggestions, and supporting teacher-led initiatives—



reflecting a shared leadership approach. Regular meetings for school improvement (Mean = 4.13) further affirm this collaborative effort. These results align with Torres (2018), who found that participative or distributed leadership significantly enhances teacher job

satisfaction. When teachers feel their voices matter, it strengthens motivation, engagement, and professional commitment—contributing positively to overall school effectiveness.

**Table 2.4** Extent School Administrators Practice Administrative Leadership in Terms of Achievement-Oriented Leadership

Indicators	Sd	Mean
1. I set high but attainable performance standards for teachers.	0.71	4.16
2. I encourage teachers to strive for professional growth and excellence.	0.70	4.13
3. I provide opportunities for teachers to develop new skills.	0.70	4.13
4. I set clear performance goals and monitor progress.	0.70	4.13
5. I reward teachers who achieve outstanding performance.	0.95	3.97
Average Mean	4.100 (High)	

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High” 4.21 – 5.00 “Very High”

Table 2.4 shows that school administrators practice achievement-oriented leadership to a high extent, as indicated by the overall mean of 4.10. This implies that administrators promote a culture of excellence by setting clear goals and supporting teachers in achieving high performance standards, which positively influences motivation and professional growth.

The highest-rated indicator is “I set high but attainable performance standards for teachers” with a mean score of 4.16, reflecting administrators' commitment to challenging yet supportive expectations. The lowest-

rated item is “I reward teachers who achieve outstanding performance” with a mean of 3.97, suggesting that while recognition is present, it may require enhancement to fully reinforce high performance.

These results support the findings of Dare and Saleem (2022), who emphasized that achievement-oriented leadership—characterized by setting ambitious goals and providing needed support—enhances employee motivation and job satisfaction. This underscores the need for strengthening reward systems to sustain high levels of teacher engagement and effectiveness.

**Table 2.5** Summary of the Extent School Administrators Practice Administrative Leadership

Components	Mean	Interpretation
Directive Leadership	4.088	High
Supportive Leadership	4.113	High
Participative Leadership	4.156	High
Achievement-Oriented Leadership	4.100	High
Average Mean	4.114	High

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High” 4.21 – 5.00 “Very High”

Table 2.5 reveals that school administrators demonstrate a high level of administrative leadership across all components, with an overall mean of 4.114. This suggests that administrators effectively engage in guiding, supporting, involving, and challenging teachers, which fosters a positive school environment and enhances teacher performance.

Among the components, participative leadership received the highest mean of 4.156, indicating that administrators actively involve teachers in decision-making processes. In contrast, directive leadership had the lowest mean of 4.088, implying that while

administrators provide clear direction, there is slightly less emphasis on authoritative guidance compared to other styles.

These findings align with Dursun and Bilgivar (2022), who found that inclusive and supportive leadership significantly enhances teacher performance and satisfaction.

Their study emphasizes the value of transformational leadership practices in fostering professional growth and organizational well-being.

**Table 3.1** Level of Influence of School Administrators' Administrative Practices on Teachers' Job Satisfaction in Terms of Motivators

Indicators	Sd	Mean
1. My administrator recognizes my accomplishments and contributions.	0.88	4.06
2. I have opportunities for career advancement and professional development.	0.85	4.06
3. I feel a sense of achievement in my work due to administrative support.	0.87	4.05
4. I receive constructive feedback that helps me grow professionally.	0.94	4.03
5. I feel valued and respected as a teacher.	0.90	3.94
<b>Average Mean</b>		4.026 (High)

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High” 4.21 – 5.00 “Very High”

Table 3.1 shows that school administrators' administrative practices have a high level of influence on teachers' job satisfaction as motivators, with an overall mean of 4.026. This indicates that effective administrative support plays a significant role in enhancing teachers' motivation, commitment, and professional fulfillment.

The highest-rated indicators, both at a mean of 4.06, are recognizing teachers' accomplishments and providing opportunities for career advancement, highlighting these

as key motivators. The lowest-rated indicator, feeling valued and respected, scored 3.94, which—though still high—suggests room for administrators to improve in fostering a culture of respect and appreciation.

These results support Ertürk (2021), who found that supportive administrative behaviors positively impact teacher job satisfaction and well-being, emphasizing the importance of recognition, professional development, and a respectful school environment for maximizing teacher motivation.

**Table 3.2** Level of Influence of School Administrators' Administrative Practices on Teachers' Job Satisfaction in Terms of Hygiene Factors

Indicators	Sd	Mean
1. My administrator ensures a fair and reasonable workload distribution.	0.88	4.07
2. I receive adequate support from my administrator to accomplish my tasks.	0.97	3.99
3. The work environment provided by my administrator is conducive to teaching.	0.90	4.01
4. My administrator ensures that communication within the school is effective.	0.93	4.07
5. I feel secure in my job due to the policies and decisions of my administrator.	0.88	4.02
<b>Average Mean</b>		4.032 (High)

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High” 4.21 – 5.00 “Very High”

Table 3.2 reveals that school administrators' administrative practices have a high level of influence on teachers' job satisfaction regarding hygiene factors, with an overall mean of 4.032. This indicates that administrators effectively maintain a positive work environment by ensuring job security, clear communication, and fair workload distribution, which supports teacher well-being and performance.

The highest-rated indicators are fair workload distribution and effective communication, both with a mean of 4.07, suggesting that these factors are crucial in

creating an efficient and supportive school climate. The lowest-rated indicator, support provided by administrators, scored 3.99, which, although still high, indicates potential for enhancing direct assistance to teachers.

These findings align with Ertürk (2021), who emphasized that supportive administrative behaviors, including clear communication and equitable workload, positively affect teachers' job satisfaction and well-being, underscoring the importance of ongoing support and a respectful work environment.

**Table 3.3** Summary of the Level of Influence of School Administrators' Administrative Practices on Teachers' Job Satisfaction

Components	Mean	Interpretation
<b>Motivators</b>	4.026	High
<b>Hygiene Factors</b>	4.032	High
<b>Average Mean</b>	4.029	High

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High” 4.21 – 5.00 “Very High”

Table 3.3 shows that school administrators' administrative practices have a high level of influence on teachers' job satisfaction, with an overall mean of 4.029. This implies that effective leadership strategies, including communication, support for development, and fair policies, foster a positive work environment that enhances teacher motivation and performance.

Among the components, hygiene factors scored slightly higher at 4.032 compared to motivators at 4.026, both still high. This suggests that while recognition and

professional growth (motivators) are important, teachers place slightly greater value on working conditions and support systems (hygiene factors) to maintain job satisfaction.

These findings align with Nyambura (2018), who found that school administrative practices such as professional support, teacher involvement, and improving work environment significantly affect teacher job satisfaction, emphasizing the importance of well-rounded administrative leadership.

**Table 4.** *Test of Significant Relationship Between School Administrators' Administrative Practices and Teachers' Job Satisfaction*

Test Variables	Correlation Coefficient	P value	Decision
School Administrators' Leadership Strategies and Teachers' Job Satisfaction	0.388	0.028	reject the Ho

Note: If  $p \leq 0.05$ , with a significant relationship

The data in Table 4 shows the correlation between school administrators' leadership strategies and teachers' job satisfaction. The computed correlation coefficient is 0.388, indicating a moderate positive relationship between the two variables. The p-value of 0.028 is below the significance level of 0.05, leading to the rejection of the null hypothesis. This result suggests that school administrators' leadership strategies significantly influence teachers' job satisfaction. The findings imply that when school administrators implement effective leadership strategies, teachers

experience higher job satisfaction. Leadership strategies that foster open communication, support professional growth, and provide a positive work environment contribute to teachers' motivation and well-being. Conversely, ineffective leadership may lead to dissatisfaction, stress, and lower job performance. These results highlight the need for school administrators to adopt leadership practices that prioritize teachers' professional and personal needs, ultimately enhancing overall school performance.

**Table 5.** *Test of Significant Difference on School Administrators' Administrative Practices when they are Grouped According to their Demographic Profile*

Variables	df	P value	Decision
School Administrators' Administrative Practices vs. Age	3	0.696	retain the Ho
School Administrators' Administrative Practices vs. Sex	1	0.132	retain the Ho
School Administrators' Administrative Practices vs. Educational Attainment	1	0.367	retain the Ho

Note: If  $p \leq 0.05$ , with a significant difference

Table 5 shows the test of significant differences in school administrators' administrative practices based on demographic factors.

Since the p-values for age (0.696), sex (0.132), and educational attainment (0.367) are all above 0.05, the null hypothesis is retained, indicating no significant differences in practices across these groups.

This suggests that administrators' leadership and management styles are consistent regardless of age,

gender, or education. It implies that professional training, policies, and experience likely play a bigger role in shaping administrative practices.

Educational institutions should thus focus on leadership development and training rather than demographic characteristics to improve administrative effectiveness.

Future research might explore other factors such as years of service or leadership style for deeper insights.



## V. SUMMARY OF FINDINGS, CONCLUSION, RECOMMENDATION

### Summary of Findings

1. Most school administrators (40.63%) are aged 40–49, while teachers are evenly spread across 20–49 years. Female administrators dominate (68.75%), but male teachers slightly outnumber females (50.92%). All administrators have at least a master's degree, while most teachers hold bachelor's or master's degrees. The largest group of teachers are Master Teacher I (27.84%).
2. School administrators demonstrate high levels of leadership in all areas, with participative leadership scoring highest (4.156). Directive, supportive, and achievement-oriented leadership also show strong performance, averaging 4.114 overall.
3. Administrators' practices strongly influence teachers' job satisfaction. Both motivators (4.026) and hygiene factors (4.032) are rated highly, confirming administrators' key role in fostering job satisfaction.
4. A moderate positive correlation ( $r = 0.388$ ,  $p = 0.028$ ) shows that effective leadership strategies significantly increase teachers' job satisfaction.
5. No significant differences were found in administrative practices based on age, sex, or educational attainment (all  $p > 0.05$ ), indicating consistency across these groups.

### Conclusion

The study concludes that school administrators' administrative leadership practices significantly influence teachers' job satisfaction, with participative leadership being the most prominent approach. Teachers highly value administrators' efforts in fostering a supportive and achievement-oriented work environment, recognizing accomplishments, and ensuring fair workload distribution. The findings further confirm a significant positive relationship between school administrators' leadership strategies and teachers' job satisfaction. However, demographic factors such as age, sex, and educational attainment do not significantly impact the way school administrators exercise their administrative practices. These results highlight the crucial role of effective leadership in enhancing teachers' job satisfaction, emphasizing the need for continued professional development and participatory decision-making in school administration.

### Recommendations

1. For School Administrators. Continue strengthening participative leadership by involving teachers in

decisions. Balance directive, supportive, and achievement-oriented approaches to keep teachers motivated. Provide more professional development and foster open communication to address teachers' concerns.

2. For Teachers. Actively participate in decision-making and offer feedback on policies. Take advantage of professional growth opportunities and communicate openly with administrators to help create a supportive work environment.
3. For Students. Recognize that a positive work environment for teachers leads to better teaching and learning. Schools should support teacher well-being to enhance student engagement and success.
4. For School Management and Policymakers. Use these findings to promote leadership development, equitable workloads, better working conditions, and stronger incentives to improve teacher satisfaction and retention.
5. For Future Researchers. Investigate other factors affecting teacher satisfaction, like organizational culture and mental health support. Conduct longitudinal and broader studies across various school types to deepen understanding of leadership's impact.

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