



INFLUENCE OF PRINCIPALS' LEADERSHIP STYLES ON MORALE AND JOB SATISFACTION OF PUBLIC ELEMENTARY SCHOOL TEACHERS: IMPLICATION TO SCHOOL MANAGEMENT

NANCY C. NAPILI¹

EDEN C. CALLO, Ed.D.²

nancy.napili @deped.gov.ph¹

eden.callo@lspu.edu.ph²

<https://orcid.org/0000-0003-0070-0026>¹

<https://orcid.org/0000-0002-9457-9361>²

San Pioquinto Elementary School¹

Laguna State Polytechnic University, San Pablo City Campus²

ABSTRACT

This study determined the influence of principals' leadership styles on public elementary teachers' morale and job satisfaction. The study used the descriptive- correlational design with a researcher-made survey questionnaire in Google form among the 223 teachers from 16 schools in Malvar District, Division of Batangas. Data were analyzed using frequency, percent, mean, standard deviation, Pearson product – Pearson's correlation coefficient, and multiple linear regression. The null hypotheses were tested at $p < .05$ level. The respondents perceived the principals' transformational, transactional, and distributed leadership styles as always manifested. The perceived level of teachers' morale regarding interpersonal relationships and professional achievements and the level of teachers' job satisfaction regarding the school environment, school management, and teachers' workload are extremely influential. There were significant positive relationships between and among transformational, transactional, and distributed leadership styles and teachers' morale and job satisfaction; thus the principals may encourage teachers for other career and professional development. The school leaders may always focus on teachers' morale and satisfaction to be productive and yield high performance.

Keywords: leadership styles, morale, job satisfaction, interpersonal relationship