Mediating Effect of Administrative Support on Transformational Leadership Style and Work Satisfaction Among Public Elementary School Teachers

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Abstract – *This research investigates the relationship between transformational leadership style and work satisfaction significantly mediated by administrative support among public elementary school teacher. Through surveys, data was collected from a representative sample, revealing that transformational leadership positively influences administrative support and work satisfaction. Furthermore, the study suggests that administrative support acts as a mediator between transformational leadership and job satisfaction. The findings emphasize the importance of effective leadership practices and supportive administrative policies in enhancing teacher satisfaction within the educational environment. Policymakers and school administrators can utilize these insights to develop initiatives aimed at strengthening teacher support networks and fostering job satisfaction among educators.*

Keywords – *Transformational Leadership, work satisfaction, administrative support*

I. INTRODUCTION AND BACKGROUND OF THE STUDY

Teachers strengthen every educational institution. Abarro (2018), states that teachers are the most important people associated with schools. They are accountable for carrying out various important responsibilities to shape the kids into productive contributors to society.

In the Philippines, many highly trained teachers are abandoning the field, citing one reason: work dissatisfaction. According to Diliberti et al. (2021), teachers in public schools left because of stress. In Kunano et al. (2018) study, Implementation of personnel retention strategies. Teachers were dissatisfied with their jobs, and several aspects of their jobs influenced their retention. Working conditions emerged as the primary source of dissatisfaction, whereas interpersonal relationships were a key retention factor.

According to Green (2000), work satisfaction is a state of mind in which workers feel comfortable at their workplace without any internal or external disturbance. Haque et al. (2015) state that the joy of doing their work is called work satisfaction. Supervisors need help with ensuring that their subordinates are happy with their work. A satisfied employee is more productive and efficient in the workplace. Belias et al. (2014) noted job satisfaction as employees' perceptions of their workplace, interpersonal relationships, institutional goals and strategies, and success criteria." In other words, job satisfaction refers to their passionate reaction whenever they do their job. Sönmezer, et al. (2008).

Leadership styles may affect organizational effectiveness or performance. According to Germano et al. (2011), Leadership directly impacts any institution's performance. Values, culture, change tolerance, and employee motivation are all determined by leaders. They influence institutional strategies, as well as their Implementation and efficacy. Germano (2011), states that leaders must manage the complicated interplay of emotion, influence, motivation, and ideas to inspire others to engage in desired behaviors or activities.

There are many leadership styles, Smith (2016), states that high-performing schools have been linked to transformational, transactional, instructional, and inspirational leadership styles. Also, according to Burns (2012), transformational leaders are more potent than transactional leaders. They motivate their followers, entail potential, and challenge them to view problems in new ways.

Administrative support impacts the teachers in every school. According to Carver (2017), teachers leave their jobs because they are unhappy with their careers, the school administration, and the testing and accountability system. In addition, Podolsky et al. (2016) highlighted that a lack of influence over school rules and practices is another contributor to the discontent felt by teachers. Santoro (2018) concluded that teachers leave due to dissatisfaction, lack of preparation and inadequate administrative support.

According to Tehseen, et al. (2015), in his study, Factors influencing teachers' performance and retention. Administrative assistance is how a school can aid or support its instructors in student discipline, curriculum, instructional methods, and acclimatization to the school's atmosphere. Bosworth, et al. ((2014), emphasized that supportive relationships are important for a positive school climate. Principals, being the administrators in the public schools, should establish effective support systems to

achieve the educational goal. Tanguma et al. (2002) state that administrators allocate workloads, provide the materials and equipment and affect employee work relationships.

Nazim (2018) noted that an administration's assistance is critical to an employee's satisfaction. The way workers perceive superior support is also important in achieving the desired work objectives. Employee happiness is usually a sign of a successful school, but poor work satisfaction can destroy an organization. Likewise, Lasseter (2013) states that administrative support significantly affected teachers' work satisfaction over and above the effects of teachers' perceptions.

Work satisfaction among teachers can be affected by a wide range of factors, including students' actions, the amount of work they have to do, their connections to other members of the school's workforce, the level of effort they are required to put in, the length of time they spend working at home, and so on. This can ultimately lead to teachers leaving their profession. (Aloe et al. (2014); Yu, et al (2014). Yu et al. (2014) also observed that this element was responsible for the increase in turnover rates, which can be interpreted as an indicator of the demoralization of educators. In the study of Mudau (2016) research into the causes of widespread teacher resignations and early retirement in public schools has found that burnout is a major factor. Teachers' workloads were found to be too heavy, which contributed to their leaving the profession or retiring early. Teachers' exhaustion and subsequent turnover have been linked, at least in part, to their excessive workloads.

Education is vital for individuals to become better citizens, secure better job opportunities, and envision a promising future. Central to the effectiveness of any educational system are the teachers who guide students toward success and instil in them the values of hard work and achievement. Principals, as outlined by Republic Act 9155, bear significant responsibility in ensuring high learning outcomes by providing leadership, management, teacher evaluation, and discipline enforcement. Effective leadership is paramount in motivating teachers and optimizing organizational performance, according to Weihrich et al. (2008).

Administrative support and leadership styles adopted by school principals profoundly influence teachers' work satisfaction and, consequently, educational outcomes. Individualized and contextualized support mechanisms are essential to cater to the diverse needs of teachers, whether they are new or experienced. However, inadequate salaries and overwhelming administrative tasks often burden teachers, affecting their morale and performance. Despite the challenges, many teachers remain committed to their profession, driven by their dedication to education and the lack of alternative stable job opportunities.

With this, the researcher focused on how transformational leadership affect teachers' work satisfaction significantly mediated by administrative support among one hundred fifty-five (155) public elementary teachers in San Francisco District, Division of San Pablo City, School Year 2022-2023. The researcher utilized an adopted-modified instrument online survey questionnaire, as the instrument in gathering the data. This method was used to simplify the data gathering. The main instrument for the study is an online survey questionnaire composed of five parts.

II. LITERATURE REVIEW

Transformational Leadership

Nazim & Mahmood (2018), say that leadership is how a principal should behave towards any educational institution. Additionally, his study shows that transformational is related to teachers' job satisfaction, whereas female teachers are more satisfied than male teachers.

Smith (2016), argues that transformational, transactional, instructional, and inspirational leadership styles have been linked to high-performing schools. He also found that leadership is critical in creating a school culture where teachers are satisfied with their jobs.

Transformational leadership is associated with improved performance, enhanced effectiveness, and productivity, and transformational leadership is more associated with organizational effectiveness than transactional leadership. While transactional leadership refers to a relationship between a leader and the leader's followers where the followers offer compliance to the leader and receive tangible rewards in return, there needs to be more consideration for any individual follower or organizational changes and developments (Burns, 1978).

According to, Hukpati, C. A. (2009), Metwally, A. H., El-Bishbishy, N., & Nawar, Y. S. (2014), and Eliophotou et al. (2016) transformational leadership behaviors can lead to higher levels of satisfaction and commitment among teachers, contributing to organizational growth and adaptability.

Mangulabnan et al. (2021) highlights transformational leadership as a multifaceted approach utilized by school principals in Central Luzon, Philippines, encompassing a spectrum of tactics and traits. This leadership style emphasizes fostering follower growth and intrinsic motivation, with principals employing techniques such as inspiring motivation, idealized influence, customized concern, and idealized traits to guide teachers towards organizational objectives. The study recommends that the Department of Education in Region III continues to cultivate educational leaders equipped with diverse transformational leadership

Ng (2018) asserts that while transformational leadership is widely embraced in the Philippines despite its Western origins, its application is influenced by cultural beliefs. Consequently, evaluating leadership traits in Filipino managers requires a contextual approach that considers cultural nuances. styles through non-degree training programs.

Cansoy (2019) observes that while much research globally has centered on the relationship between transformational leadership behaviors of school principals and teachers' job satisfaction, there's a need to test this dynamic in various local school

settings. The study emphasizes the significance of transformational leadership theory, originally outlined by Weber (1947) and further developed by Bass (1981), as it remains prominent in contemporary leadership discourse, particularly within educational contexts. By focusing on this theory, the study aims to deepen understanding of how transformational leadership impacts teachers' job satisfaction within local school environments.

Work Satisfaction of Teachers

Tehseen (2015) study revealed various characteristics that influence job satisfaction and turnover among school teachers, including working environment, administrative support, and student behavior, which are thought to be the most influential. However, it is crucial to recognize that these factors may be less important to teachers in other nations. As a result, the article advises doing a more extensive investigation into the most relevant criteria for keeping school teachers in various countries.

According to Baluyos et al. (2019), teacher work satisfaction directly influences teacher retention, instructional performance, good school performance, and higher student success. Tickle (2008) found that teachers dissatisfied with their jobs often identified a lack of administrative support as a primary cause. Likewise, Banzon-Librojo et al. (2017) state that many teachers in the Philippines need more administrative support. These factors promote teacher stress and punitiveness, which affects student conduct and the school atmosphere. Therefore, work satisfaction is an important phenomenon in all industries, especially in teaching.

Santos et al. (2022) noted in their study, Work-Life Balance and Job Satisfaction among Selected High School Teachers in the Philippines, that some privileges that a teacher should have obtained from the government and school needed to be given to them correctly. Bulawat (2020). revealed that teachers in Nueva Ecija's public schools were greatly fueled by their dissatisfaction with how they were assigned responsibilities and the public school's career advancement procedure. The interview results revealed that they were also forced to leave the service due to the large amount of paperwork they had to complete in addition to their teaching and other responsibilities.

Additionally, David (2018) states that more than the supply of public elementary teachers are needed among public elementary schools, and retention and placement of teachers in DepEd is a highly complex issue. Moreover, local jobs compete with the demand for overseas teaching professions. For all these reasons, many more qualified teachers choose to go abroad. According to Dobrow et al. (2018), People who remained in the same organization over time reported lower levels of satisfaction, while those who switched to other organizations over time reported higher levels of happiness. What aspects of working for an organization would keep employees happy if they remained there?

Nyenyembe et al. 1 (2016) argue that most research on teachers' job satisfaction and principal leadership styles show that principal leadership behaviors and styles do impact teachers' job satisfaction. Different leadership styles each have their place in the success of any given system. It is essential for boosting the satisfaction level of workers and inspiring those already working there. Avolio (2014) states that principals create both relevant and challenging cultures by assisting teachers in setting goals, therefore directly influencing teachers' job satisfaction.

Herzberg's Two Factor Theory

According to Yusoff et al. (2013), Frederick Herzberg's well-known Two-Factor Theory was designed in 1959. Herzberg defined two sets of factors in deciding employees working attitudes and level of performance, named Motivation & Hygiene Factors. Herzberg's motivation-hygiene theory, also known as the two-factor theory, has received widespread attention for having a practical approach to motivating employees. In 1959, he described the work experiences of the professionals where they felt extremely bad or exceptionally good about their jobs and rated their feelings on these experiences. Responses about good feelings are generally related to job content (motivating factors), and responses about bad feelings are associated with job context (hygiene factors).

Herzberg's motivation-hygiene theory on job satisfaction is considered one of the most revolutionary research. According to Herzberg, satisfaction depends on motivators, while dissatisfaction results from hygiene factors. While he defined motivators as intrinsic to the job, he defined hygiene factors as extrinsic.

The motivation-hygiene theory states that job satisfaction is primarily related to one set of factors (motivation factors) and that job dissatisfaction is primarily related to a separate set of factors (hygiene factors).

Motivation Factors refer to Herzberg's six motivation factors used in this study. These factors lead to positive job attitudes because they satisfy the employee's need for self-actualization in his or her work. These factors are achievement, recognition, advancement, work itself, the possibility of growth, and responsibility. Motivation factors are related to job content.

According to Ghanbahadur (2014), achievement, work itself, recognition, and growth are the variables that are closely related to work satisfaction.

III. METHODOLOGY

A. Research Design

A descriptive-correlation research design was used to determine if transformational leadership and administrative support affect the work satisfaction of public-school teachers at San Francisco District, Division of San Pablo. The descriptive method was used to describe a population's characteristics, while the Correlational method was used to investigate whether at least two factors are associated.

B. Respondents of the Study

The respondents of the study were the selected one fifty-five (155) public teachers, which represented the sample size of teachers currently affiliated with eleven (11) public elementary schools in the San Francisco District Division of San Pablo City for the school year 2022-2023. The majority of the respondents were the 61 teachers from Don Enrique Bautista Elementary School. While the least number of respondents were from Atisan Elementary School.

C. Instrumentation and Data Collection

The researcher utilized an adopted-modified instrument online survey questionnaire, as the instrument in gathering the data. This method was used to simplify the data gathering. The main instrument for the study is an online survey questionnaire composed of five parts: respondents' profile, transformational leadership, administrative support and work satisfaction (motivating ang hygiene factors).

D. Data Analysis

The main concern of the study was to determine the relationship of transformational leadership with teachers work satisfactions as mediated by administrative support. In describing the respondent's profile, frequency and percent count were used. In determining the extent of transformational leadership and administrative support, mean and standard deviation is to be utilized. In testing the influence between the independent variable and mediating variable to the independent variable multiple linear regression

was used. Likewise, the mediating effect of administrative on the perceived transformational leadership style of school head and that of work satisfaction of teachers was tested using multiple linear regression.

IV. RESULT

This section presents the teachers' summary of description on the extent of transformational leadership style manifested among school heads as to idealized influence.

A. Transformational Leadership Style

Table 1 Summary on the Extent of Transformational Leadership Style of the School Heads

Indicators	Mean	Standard Deviation	Verbal Interpretation
1. Idealized Influence	4.60	0.49	Highly Provided
2. Inspirational Motivation	4.68	0.44	Highly Provided
3. Intellectual Stimulation	4.66	0.46	Highly Provided
4. Individualized Consideration	4.68	0.46	Highly Provided
Overall	**4.66**	**0.46**	**Highly Provided**

The table provides the extent of supervisory skills based on different indicators. The school heads highly provided all the including the idealized influence, inspirational motivation, intellectual stimulation and individualized consideration.

It indicates the summary of perceived transformational leadership style of school heads which is highly provided across all the indicators. The mean scores for idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration range from 4.60 to 4.68, reflecting a consistently high perception of these leadership behaviours. The standard deviations for each statement are relatively low, ranging from 0.44 to 0.49, indicating a high level of agreement among the respondents. Overall, the data suggests that school heads are perceived as effectively demonstrating transformational leadership behaviours, which can positively influence and inspire their followers.

B. Administrative Support

It specifically refers to the action and attitudes displayed by the school head when interacting with the individual members for the purpose of supervision and strengthening support that requires collaboration for school better performance.

Table 2. Summary Table on the Perceived Administrative Support Provided for Teachers

Indicators	Mean	Standard Deviation	Verbal Interpretation
1.Emotional Support	4.72	0.42	Highly Provided
2.Instrumental Support	4.70	0.42	Highly Provided
3.Informational Support	4.73	0.40	Highly Provided
4.Appraisal Support	4.75	0.40	Highly Provided
Overall	**4.73**	**0.41**	**Highly Provided**

Table 2 shows that mean scores for each statement range from 4.70 to 4.75, reflecting consistently high levels of perceived support in each area. The standard deviations, ranging from 0.40 to 0.42, suggest a relatively low level of variation among the responses, indicating a strong agreement among teachers regarding the high provision of administrative support. The data suggest that teachers perceive a supportive administrative environment, which can positively contribute to their well-being and job satisfaction. The teachers feel valued, empowered, and respected.

C. Motivating Factors

These refer to Herzberg's six motivation factors such achievement, recognition, advancement, work itself, and growth. In this study, these are directly related to transformational leadership and administrative support.

Table 3. Summary Table on Perceive Work Satisfaction as to Motivation Factors

Indicators	Mean	Standard Deviation	Verbal Interpretation
Achievement	3.80	0.34	Highly Provided
Recognition	3.79	0.36	Highly Provided
Responsibility	3.80	0.35	Highly Provided
Advancement	3.75	0.39	Highly Provided
Work Itself	3.76	0.37	Highly Provided
Growth	3.78	0.37	Highly Provided
Overall	**3.78**	**0.36**	**Highly Provided**

The overall mean of the teachers' perception of work satisfaction in terms of motivation factors is 3.78, indicating a generally high level of satisfaction across all indicators. The standard deviation of 0.36 suggests a relatively low degree of variability in the responses, indicating a consistent pattern of high satisfaction among the teachers. Overall, these results highlight positive perceptions of all motivating factors indicators contributing to teachers' satisfaction in their work. This suggests that the majority of teachers perceive these motivation factors positively and experience a similar level of satisfaction across these areas.

Hygiene Factors

These are the factors from Herzberg's Theory concerning policy, supervision, work conditions, salary, and work security, interpersonal relationship, personal life and status.

Table 4. Summary Table on Perceive Work Satisfaction as to Hygiene Factors

Indicators	Mean	Standard Deviation	Verbal Interpretation
Policy	3.80	0.36	Highly Provided
Supervision	3.77	0.39	Highly Provided
Work Conditions	3.77	0.38	Highly Provided
Salary	3.63	0.50	Highly Provided
Work Security	3.80	0.35	Highly Provided
Interpersonal Relationship	3.78	0.36	Highly Provided
Personal Life	3.69	0.42	Highly Provided
Status	3.77	0.39	Highly Provided
Overall	**3.75**	**0.41**	**Highly Provided**

Table 4, teachers' overall perception of work satisfaction in terms of hygiene factors is 3.75, indicating a strong agreement or high level of satisfaction. The standard deviation of 0.41 suggests relatively consistent ratings across the different indicators. Overall, the results show that teachers are highly satisfied with the provided policies, supervision, work conditions, salary, work security, interpersonal relationships, personal life, and status.

Table 5. Influence of Work Satisfaction to Administrative Support

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	1.141	0.221		5.165	0.000
Emotional	-0.030	0.123	-0.039	-0.241	0.810
Instrumental	0.394	0.135	0.521	2.916	0.004
Informational	0.052	0.142	0.066	0.368	0.713
Appraisal	0.140	0.123	0.178	1.143	0.255

$R = .711$; Adj. $R^2 = .493$

$F(4, 150) = 38.369$; $p < .01$

A multiple linear regression compared Teacher work satisfaction to the four Transformational Leadership Styles.

Idealized influence has a coefficient of -0.013, which is not significant ($p = 0.865$). This implies that idealized transformative leadership does not affect teacher work satisfaction. Inspirational motivation shows that inspirational transformational leadership style and teacher work satisfaction correlate positively (0.246, $p = 0.026$). Intellectual stimulation is -0.063 and not significant ($p = 0.551$). This implies that intellectual transformational leadership does not affect teacher work satisfaction. Finally, customized conceptualization shows that teacher work satisfaction positively correlates with the individualized transformational leadership style (coefficient 0.303, $p = 0.008$).

Based on the results, transformational leadership styles—characterized by inspirational motivation and personalized contextualization—significantly impact teacher job satisfaction. Transformative leadership techniques like idealistic influence and intellectual stimulation don't affect job satisfaction. Thus, leaders' ability to motivate and encourage teachers and adjust their approach to each employee's needs affects job happiness. However, role-modelling and intellectual advancement did not impact instructors' job satisfaction.

These results suggest that idealized and intellectual transformational leadership styles matter less in determining educator job satisfaction than inspirational and individualized leadership techniques. Inspirational and individualized leadership styles have repeatedly proven a positive impact on work happiness, but the effects of idealized and intellectual leadership styles may be different or less noticeable in the context of educator satisfaction. This implies that school head who inspire and provide individualized support to teachers are more likely to positively influence their job satisfaction.

Table 6. Correlation of Transformational Leadership Styles to Work Satisfaction

Transformational Leadership Style	Work Satisfaction		
	Motivating Factor	Hygiene Factor	Overall Work Satisfaction
Idealized	.539**	.516**	.544**
Inspirational	.615**	.592**	.621**
Intellectual	.562**	.555**	.575**
Individualized	.622**	.604**	.631**
Overall Transformational Leadership Style	.624**	.605**	.633**

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

A multiple linear regression was conducted with teacher work satisfaction as the dependent variable to the four (4) Administrative Support as independent variables.

The constant term (Constant): It has a coefficient of 1.141 and is statistically significant (t = 5.165, p < .01). This suggests that even in the absence of all the predictor variables, there is a significant baseline value for administrative support.

Emotional Support has a coefficient of -0.030, indicating a negative relationship with administrative support. However, the coefficient is not statistically significant (t = -0.241, p = 0.810), meaning there is no strong evidence of a relationship between this predictor and administrative support.

Instrumental Support has a coefficient of 0.394, indicating a positive relationship with administrative support. It is statistically significant (t = 2.916, p = 0.004), suggesting evidence of a significant relationship between this predictor and administrative support.

Informational has a coefficient of 0.052, indicating a positive relationship with administrative support. However, the coefficient is not statistically significant (t = 0.368, p = 0.713), meaning there is no strong evidence of a relationship between this predictor and administrative support.

Appraisal Support has a coefficient of 0.140, indicating a positive relationship with administrative support. However, the coefficient is not statistically significant (t = 1.143, p = 0.255), suggesting no strong evidence of a relationship between this predictor and administrative support.

Instrumental support variable has a statistically significant influence on work satisfaction. It has a coefficient of 0.394 (standardized coefficient: 0.521), a standard error of 0.135, and a t-value of 2.916. The associated p-value is 0.004, less than the conventional threshold of 0.05. This suggests that the instrumental support offered by administrators strongly influences the pleasure of teachers in their jobs. However, there is no statistically significant relationship between work satisfaction and the emotional, informative, or evaluation predictor variables. Their coefficients are not statistically significant, as indicated by their higher p-values (0.810, 0.713, and 0.255, respectively). This suggests that emotional support, informational support, and performance appraisal do not significantly impact teachers' work satisfaction in this particular analysis.

In conclusion, the instrumental support supplied by administrators has a considerable beneficial influence on teachers' work satisfaction, whereas emotional, informational, and appraisal aspects do not. The data suggests that instrumental support provided by administrators, such as tangible assistance, resources, and practical support, has a significant positive impact on teachers' work satisfaction. This indicates that when administrators actively provide the necessary resources and assistance to teachers, it enhances their job satisfaction.

On the other hand, the study did not find a significant influence of emotional support, informational support, and appraisal support on teachers' work satisfaction. This implies that aspects such as emotional encouragement, access to relevant information, and performance feedback from administrators may not have a strong direct impact on teachers' overall job satisfaction.

However, it is important to note that while these specific aspects may not have shown a significant impact individually, they can still play a role in the broader context of creating a supportive and positive work environment for teachers. Emotional support, informational support, and appraisal support are still important components for fostering teacher well-being, motivation, and professional growth.

Therefore, educational administrators should consider a comprehensive approach that combines instrumental support with emotional support, informational support, and appraisal support to create a work environment that addresses various aspects of teacher satisfaction and promotes their overall well-being and professional development.

Table 7. Correlation of Transformational Leadership Styles to Work Satisfaction

Transformational Leadership Style	Work Satisfaction		
	Motivating Factor	Hygiene Factor	Overall Work Satisfaction
Idealized	.539**	.516**	.544**
Inspirational	.615**	.592**	.621**
Intellectual	.562**	.555**	.575**
Individualized	.622**	.604**	.631**
Overall Transformational Leadership Style	.624**	.605**	.633**

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

The table shows the statistically significant correlation between transformative leadership and employee contentment. How strongly and in what direction two variables are related can be gleaned from their respective correlation coefficients. In this scenario, the level of job satisfaction is the dependent variable, while the idealistic, inspirational, intellectual, and individualized types of transformational leadership make up the independent factors. The table shows substantial correlations at the 0.01 level between the transformative leadership styles and employee satisfaction on the work.

As with the individual transformational leadership styles discussed above, there is a positive and statistically significant correlation between the overall transformational leadership style and employee happiness on the job. Overall, there is a high level of significance in the association between a transformational leadership style and employee motivation, workplace cleanliness, and job satisfaction. The findings of this study provide strong evidence linking various transformational leadership styles to employee happiness on the job. The results show that idealistic, inspirational, intellectual, and individualized features of transformational leadership contribute to employee happiness on the job.

Transformational leadership, which emphasizes the importance of leaders' ability to inspire and motivate their employees, stimulate their intellectual growth, and show individualized care and support. These leadership behaviors foster employee engagement, satisfaction, and well-being, leading to higher levels of happiness in the workplace. School head should prioritize creating a culture that promotes transformational leadership practices and encourages leaders to exhibit these behaviors consistently. By doing so, they can enhance teacher happiness, job satisfaction, and ultimately foster a positive and productive work environment.

Table 8 Mediating Effect of Administrative Support on Transformational Leadership Style and Work Satisfaction of Teachers

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	3.724	0.035		105.446	0.000
Transformational	-0.880	0.013	-1.193	-68.511	0.000
Administrative	0.014	0.011	0.018	1.366	0.000
Transformational* Administrative	0.231	0.002	1.966	106.976	0.000

R = .997; Adj. R^2 = .993

F (3, 154) = 7662.524; p <.01

The significant negative relationship between transformational leadership and job satisfaction reveals that transformational leadership alone has a negative impact on job satisfaction. Nevertheless, the results indicate that administrative support plays a crucial role in mediating this relationship. When combined with high levels of transformational leadership, the positive impact of administrative support mitigates the negative impact of transformational leadership on work satisfaction.

Transformational leadership and administrative support have a significant positive relationship with work satisfaction, indicating that the combination of both factors increases employee satisfaction. The high R-squared value indicates that the variables included in the model account for a substantial proportion of the variance in work satisfaction, thereby bolstering the significance of these relationships.

In conclusion, the study emphasizes the significance of administrative support as a mediator between transformational leadership and job satisfaction. It suggests that transformational leadership alone may not be sufficient to increase employee job satisfaction, but that when coupled with effective administrative support, it can positively impact employee job satisfaction. These findings highlight the need for organizations to cultivate transformational leadership qualities and provide effective administrative support in order to create a work environment that fosters high employee satisfaction. By recognizing the mediating role of administrative support, school can enhance the positive impact of transformational leadership on job satisfaction, ultimately contributing to the overall well-being and productivity of their employees.

Based on the gathered data, the researcher came up with the following findings: A multiple linear regression analysis was conducted with the teacher work satisfaction as the dependent variable to the four (4) Transformational Leadership Style as independent variables and (4) administrative support as mediating factor. It can be inferred that the work satisfaction of teachers is notably affected by the inspirational motivation and individualized contextualization styles of transformational leadership. However, there is no significant impact observed in terms of idealized influence and intellectual stimulation of transformational leadership styles on work satisfaction. While emotional, informational, and appraisal factors do not have a significant impact on work satisfaction, the instrumental support offered by administrators positively and significantly influences the work satisfaction of teachers. It suggests that inspirational and individualized styles consistently demonstrate a positive influence on work satisfaction, whereas the effects of idealized and intellectual leadership styles may vary or be less prominent when it comes to teacher satisfaction. While the emotional, informational, and appraisal factors do not have a significant impact on work satisfaction. However, the instrumental support provided by administrators shows a significant positive influence on the work satisfaction of teachers.

In correlations, strong relationship between the transformational leadership styles and work satisfaction were presented.

While the mediating effect of administrative support on the relationship between transformational leadership styles and work satisfaction shows that the transformational leadership, by itself, negatively affects work satisfaction. However, when accompanied by a high level of administrative support, the positive impact of administrative support counterbalances the negative effect of transformational leadership, resulting in a boost in work satisfaction among teachers. This means that having strong administrative support can offset the potential disadvantages of transformational leadership and ultimately lead to greater overall job satisfaction.

V. LIMITATIONS

This study gave emphasis on the relationship of transactional leadership and administrative support with that of teacher's work satisfactory. It may be limited to the respondents (230) public elementary school teachers from (11) schools of San Francisco District, Division of San Pablo. The adapted-modified instrument on transformational leadership, administrative support and work satisfaction was the primary instrument in collecting the data needed in the study.

Herzberg's Two Factor Theory of work satisfaction was used in this study. The variables on work satisfaction that may be affected by the transformational leadership and administrative support in school context were consider in this study. Motivating factors include achievement, recognition, responsibility, work itself and growth defined operational in the school context. While, Hygiene factors include policy, supervision, work conditions, salary, work security, interpersonal relationship, personal life and status.

Furthermore, transformational leadership was categorized into four main variables, such as idealized influence, inspirational motivation, intellectual stimulation and individualized consideration.

VI. CONSLUSIONS AND RECOMMENDATION

The findings of the study led to the formulation of the following conclusions:

1. The null hypothesis stating that work satisfaction is not significantly influence by transformational leadership style is not sustained
2. The null hypothesis stating that work satisfaction is not significantly influence by administrative support is not sustained.
3. The null hypothesis stating that the relationship between transformational leadership style and work satisfaction is not significantly mediated by administrative support is not sustained. In the light of the findings and conclusions of the study, the following recommendations are offered:

RECOMMENDATIONS

In the light of the findings and conclusions of the study, the following recommendations are offered:

1. School heads can explore various avenues for developing their leadership skills, such as attending leadership training programs, seeking mentorship from experienced leaders, and staying updated with the latest research and best practices in educational leadership.

2. School heads may lead with strong administrative support to teachers to support some negative influence of transformational leadership and achieved high level of satisfaction.

3. Schools head should actively seek feedback from teachers regarding their work satisfaction and their perceptions of leadership styles and administrative support. This can be done through regular surveys, focus groups, or one-on-one discussions. By involving employees in the decision-making process and addressing their concerns, organizations can create a more engaged and satisfied workforce.

4. Larger scope and more variables will be added in relation to school heads' competencies and practices.

5. Future researchers it is important to conduct research and evaluation to better understand the dynamics between leadership styles, administrative support, and work satisfaction. This can help in identifying specific areas that require improvement and enable organizations to tailor their strategies accordingly.

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