THE EFFECT OF PRINCIPAL LEADERSHIP STYLES ON JOB SATISFACTION AMONG SCHOOL ADMINISTRATORS

The Effect of Principal Leadership Styles on Job Satisfaction Among School Administrators

Analyn C. Suazo*, Roel P. Villocino

For affiliations and correspondence, see the last page.

Abstract

The general objective of this research was to find out the significant relationship between principal leadership styles and job satisfaction among school administrators of Trento District, Division of Agusan del Sur. The study used descriptive correlational research design. The data gathering tools were adopted from Atif Saleem Sarfraz Aslam Hong-biao Yin and Congman Rao and Lester questionnaires and were administered through purposive sampling technique among teachers and universal sampling technique for school administrators. Weighted mean and Pearson r were used as statistical tool to obtain the result. The results showed that the level of principal leadership styles was high which means oftentimes manifested. In addition, the level of job satisfaction was high which means oftentimes evident. It was found out that there was a significant relationship between principal leadership styles and job satisfaction. The overall r-value obtained 0.3 which explicitly shows that there is a weak positive correlation manifested from the related indicators. From this study, as the level of principal leadership style increases, the job satisfaction also increases and vice versa.

Keywords: *educational leadership, principal leadership styles, job satisfaction, descriptive-correlational research*

Introduction

The conceptions of leadership and leadership practices have dramatically changed due to COVID-19 pandemic. School principals are now remote leaders, distanced and disconnected from those they lead and require extra effort to remain connected with others in meaningful ways that sustain relationships and keep things moving. Navigating change during uncertain times brings added challenges and increasingly difficult decisions. In the midst of a pandemic, school principals have an increasing responsibility placing them under new pressures (Stone-Johnson & Miles Weiner, 2020). The satisfaction or dissatisfaction experienced by school principals affect the structure and functioning of the school in which they work (Şener & Ozan, 2017).

In England, greater proportion of senior leaders such as head teachers, principals, and deputy head teachers were dissatisfied with their work as the COVID -19 pandemic placed them under additional pressures. Head teachers need to continue to monitor the hours worked by their staff, as well as their stress levels, to provide support and avoid problems escalating (Walker, Sharp & Sims, 2020). The global pandemic of COVID-19 has fundamentally affected nearly every area of life, including education, and Philippines has not been an exception (Robosa, Paras, Perante, Alvez & Tus, 2021). School leaders' roles have been unexpectedly and dramatically changed by the COVID-19 crisis. Very few school leaders have

thorough training and support for their role, and even fewer have been given clear guidelines on their expectations through disaster response and recovery (Panunciar, Bacolod, Abadiano & Deocares, 2020). The Department of Education (DepEd) Secretary, Leonor Briones quipped education must continue even in times of crisis whether it may be a calamity, disaster, emergency, quarantine, or even war (Department of Education, 2020; as cited by Joaquin et.al ,2020). Moreover, the new demands in the education system due to the COVID-19 pandemic will likely lead to further anxiety and weariness within the profession (Dabrowski, 2020) that can greatly affect job satisfaction.

Locally, in Trento District, Division of Agusan del Sur, common problem had been observed by the researcher. Further, the researcher interviewed her school administrator and asked him about his point of view on how this COVID 19 pandemic brought changes on the way he leads their school. Her school administrator gave her an honest remark about his struggle to cope with significant modification on some training programs and school management preparations suited to the ongoing COVID-19 while maintaining his balance to connect to the teachers and provide basic technological needs amidst this disruptive time.

It was in this innermost reason that the researcher was interested to conduct a study to determine the level of principal leadership styles of the school administrators

of Trento District and to determine the level of job satisfaction among these school administrators during the COVID 19 pandemic. The researcher was eager to fill the gap of literature and seek answers if there was a significant relationship between these variables to become a basis of information on the making of interventions for school administrators and teachers.

Research Questions

The main purpose of this study was to determine the relationship between principal leadership styles and job satisfaction among school administrators of Trento District, Division of Agusan del Sur. Specifically, it intended to answer the following questions.

1. What is the level of principal leadership styles in Trento District, in terms of:
    1.1 Directive;
    1.2 Participative;
    1.3 Supportive; and
    1.4 Achievement-oriented?
2. What is the level of job satisfaction among School Administrators in Trento District during pandemic, in terms of:
    2.1 Supervision Factor;
    2.2 Colleagues Factor;
    2.3 Working Conditions Factor;
    2.4 Pay Factor;
    2.5 Responsibility Factor;
    2.6 Work Itself Factor;
    2.7 Advancement Factor;
    2.8 Security Factor; and
    2.9 Recognition Factor?
3. Is there a significant relationship between principal leadership styles and job satisfaction among School Administrators in Trento District during COVID-19 pandemic?

Literature Review

Principal Leadership Styles. Leaders of today must be equipped with the essential leadership skills to be able to lead successfully and effectively in a highly diversified, greatly competitive, and fast transforming world (Chapman, 2017; Smith et al., 2017; Binvel, 2015; GTF, 2014; Chuang, 2013; Madden, 2013; Schleicher, 2012; Martin, 2007; OECD, 2001;as cited by Garcia & Acosta,2020). Leadership Styles are the various patterns of behaviours leaders adopt in the process of directing the efforts of subordinates towards the achievement of organizational goals. These leadership behaviours are perceived by teachers and determine considerably their mental and emotional

attitude towards their job (Mullin (1999); Olagboye (2004); as cited by Eboka, 2016). These leadership skills according to Mc Pheat (2010) are the tools, behaviors, and capabilities that help people grow in their own capacities and are the specific abilities that enable leaders to perform their multi-faceted roles appropriately and responsibly (Kokemuller, 2015).

As there are different leadership styles there are likewise variety of skillsets a leader can embrace to oversee processes, guide initiatives, and steer their employees toward the achievement of specific goals as they undergo reform and respond to changes. These skillsets as stated by Whitaker (2012) include leaders' ability to connect and build trust, ignite passion, motivate people, build strong teams, make change look easy, and build leaders better than they are. The fundamental purposes of leadership include "providing direction" and "exercising influence" (Leithwood, Louis, Anderson, & Wahlstrom, 2004; Louis, Leithwood, Wahlstrom, & Anderson, 2010; as cited by Shepherd-Jones & Salisbury- Glennon, 2018). Ch, Ahmad, Malik and Batool (2017) stated that leadership get individuals do work without the utilization of any power. It is a procedure to rouse others to work fanatically so as to accomplish goals. The drive actuates a man to get the coveted objectives.

The leadership behaviors of principals have been found to be intimately linked to teachers' sense of self-efficacy (Mehdinezhad & Mansouri, 2016), which could have a long-lasting effect on teachers' overall job performance and organizational commitment. For instance, in a study focused on school principals' leadership behaviors and teachers' organizational trust, Kars and Inandi (2018) concluded that principals carry the feelings of trust among teachers. Principal leadership plays a significant role in determining the experiences of teachers, the experiences of students, and the overall school climate. Previous research has shown that principals can influence teacher job satisfaction and work performance and can impact student performance (Ch et al., 2017).

Studies focusing on the experiences of principals emphasize the perceived characteristics of school leaders, including the ability to understand the politics of their positions and their capacity for meeting the expectations of the community (Hansen, 2018; Beam, Claxton, & Smith, 2016).

Furthermore, Baptiste (2019) stated that it was critical for principals to receive professional support and training from experienced school leaders. Research findings regarding the effects of school administrators'

leadership styles suggest that leaders who work collaboratively with teachers, solicit their input, include them in decision-making processes, encourage open communication, and create a positive school culture maintain supportive relationships with teachers. Leadership styles are not a phenomenon that "fits every size and everyone" and must be selected and adapted in such manner as they fit organizations, circumstances, groups and individuals (Amanchukwu et al., 2015). There are several studies that deal with the relationship between leadership and school climate, motivation and job satisfaction (McColumn (2010), Asghar & Oino (2018); as cited by Ozgenel & Karsantik, 2020).

Directive Leadership. Bell, Chan and Nel (2014) defined directive leadership as a process of providing guidance to subordinates in taking decisions and actions that support leadership goals, tends to control discussions, dominates interaction, and task-oriented. Mahdi, Gulam and Almsafir (2014) asserted emphatically that directive leadership directs work processes such as "what to do", "how to do", "where", "when," and "who should do". Further,the characteristic of directive-style leaders is to act aggressively, controlled, descriptive, and structured and tend to dictate subordinates about what to do and how to do (Murdoch, 2013; as cited by Banjarnahor, Hutabarat, Sibuea, & Situmorang, 2018). Directive leadership is characterized by high use of authority and legitimate power. The leadership is highly instructional, supervision is close, and commands are expected to be followed to the letter (Northouse, 2010; as cited by Mwaisaka, K'Aol & Ouma, 2019). Directive leadership has been seen as highly aggressive and controlling. It is dictatorial in nature with compliance being out of coercion more than will. Research shows that the directive leadership style has been seen to frustrate employee's satisfaction at work (Yun, Cox & Sims, 2017).

Researchers have also argued that using a directive leadership style has crucial and indispensable benefits in team circumstances (Somech & Wenderow 2006; as cited by Bell, Dodd & Mjoli, 2018). Further, directive leadership strengthens the behaviours of adherence to rules and procedure and attention to details, which also promotes team members' work performances (Mohiuddin 2017). It helps to improve team member's competences. As such, in functionally diverse teams, team members are capable of giving back the inputs their leaders have guided them to provide. Directive leadership, therefore, encourages team members to offer highly critical inputs, suggestions and solutions, which improves the processes of team reflection.

Participative Leadership is defined as the process of making joint decisions or at least sharing influence in decision making by the superior and his or her subordinates (Puni & Okoe, 2014;as cited by Akpoviroro, Bolarinwa & Owotutu,2018) . Participative management addresses the relationship between the organisations and the role of employees and stakeholders in all levels of organisational decision making (Dhamika, Ahmad & Sam, 2013 as cited by Akpoviroro et.al.2018). Participative Leadership style is task oriented where the manager's focuses on the completion of tasks and provides guidelines to their employees. Participative Leadership style can motivate employees and increase their job performance, by setting clear guidelines to goals and by providing reward to employees as well as participate with them to accomplish their tasks (Tahir, Tanveer, Faheem, Rahman & Saeed, 2017). Participative leadership can also be defined as a style that involves all members of the team in identifying essential goals and developing procedures and strategies for reaching those goals.

From this perspective, participative leadership can be seen as a leadership style that relies heavily on the leader functioning as a facilitator rather than simply issuing orders or making assignments(http://www.wisegeek.com/what-is-participative-leadership as cited by Wafula, 2016). Participative leadership style produces high levels of team outputs. As such, it helps to solicit for new ideas from team members and this produces high performance levels in work teams. It also provides a basis for understanding complex leadership behaviours in team circumstances. Furthermore, it motivates team members to develop more effective work systems and processes (Bouwmans et al., 2017).

Supportive Leadership requires a strong understanding of the needs and wants of the subordinates with the aim of providing them with the necessary support. In order to prove this type of leadership effectiveness, it is important for the leaders to be formulating friendly communication with their subordinates as well as the good working environment (Al-Malki & Juan, 2018). Leader's behaviour makes the subordinates satisfied and meets their needs and preferences. Supportive leaders care about their staff's welfare. This behaviour is especially required in situations where conducting duties or relationships are required, which are bothering in physical or spiritual terms (Rahiminejad, Golshani & Arshi, 2018).

Supportive leadership is regarded as a key aspect of effective leadership in path-goal theory and is

similar to individualized consideration, a sub-dimension of transformational leadership, in that both types of leadership encompass expressing interest in individual followers and attending and responding to their personal needs (Rafferty &Griffin,2004; as cited by Shin, OH, Sim & Lee,2016). Delegation is a vital part of Supportive Leadership, managers do not simply assign tasks and then receive the results. Instead, they work through the tasks with employees to improve skills and talent until the manager does not need to worry about a task being done correctly and the employee is fully empowered in a particular area (Wachira, Gitumu & Mbugua, 2017). In this kind of leadership style, Leader's behaviour makes the subordinates satisfied and meets their needs and preferences. This behaviour is especially required in situations where conducting duties or relationships are required, which are bothering in physical or spiritual terms (House, 1996; as cited by Rahiminejad et al, 2018).

Achievement-Oriented Leadership. Achievement as a tool can be used in the case of a challenging learning activity or a challenging goal. Learning leaders who want to achieve their challenge goals usually have high expectations and set high standards for subordinates. Learning leaders can motivate subordinates by sharing responsibility, pushing for achievement, and removing obstacles. Achievement-oriented behavior is leaders' confidence regarding their subordinates' performance and excellent achievement (Farhan, 2018).

Achievement-oriented leadership style is appropriate in circumstances where employees are not highly resistant to autocracy, have an outward focus, and are easy followers of their leadership's direction. It also works when the task is simple and clear, there is high respect for authority, and coworkers commitment to work is high (Lussier & Achua, 2010; as cited by Mwaisaka, K'Aol & Ouma, 2019). Achievement-oriented leaders let their followers know their expectations. They regularly set clear goals with potential high-performance standards, they trust in the capabilities of their subordinates, and they encourage continued performance improvement (Saleem et al, 2020). Achievement-oriented leadership approach provides understandable and challenging targets for followers. Leaders who want to achieve their challenge goals usually have high expectations and set high standards for subordinates. Leaders will motivate subordinates by sharing responsibility, removing obstacles, and pushing for achievement in the institution. In the case of existence of substantial pressure in the work environment, job satisfaction

should be provided to the subordinates by the achievement-oriented leader in order to achieve effective performance.

Education leaders' should be more supportive, especially if the institution system is clear and rigid. Clear path to goals of subordinate working task will be achieve through highly structured institution with role and clarity of task. Lastly, the leader should be interested in good working relationship with subordinates, supports their working morale, and decrease the task boredom (Olowoselu, Mohamad & Aboudahr, 2019).Job Satisfaction. When job satisfaction is mentioned, what comes to mind is the employee's material earning from work, his/her colleagues he/she is happy to work with and his/her pleasure from the work he/she finally produces. The pride of the employee as a result of his/her palpable and visible work that he/she has created utilizing his/her labor can be a great source of satisfaction for that employee (Eren, 2014) . It is a key concept in industrial and organizational psychology and has been associated with many positive variables such as job performance, organizational citizenship behavior, job motivation, and life satisfaction (Heller,Judge & Watson, 2002; as cited by Kara, 2020).

The factors influencing job satisfaction can be given as the quality of work, payment, the possibility of promotion, praise, working conditions, supervision, organization and management of the people working with, the climate of the organization and the personality of the employee (Başaran, 2008; as cited by Yavuzkurt & Kıral,2020). Most job satisfaction definitions focus on how employees feel and think about their jobs (Huie, Cassaberry, & Rivera, 2020; Weiss, 2002; Drafke, 2009; as cited by Kara, 2020).Yavuzkurt and Kıral (2020) stated that the true nature of the relationships among teachers affects how teachers perform their professions. For this reason, positive relationships in this regard may lead to a healthy school atmosphere and thus, enable job satisfaction. This is why, it is important to determine the friendship level of employees and how this affects their job satisfaction in such a profession as teaching, which is in the foreground of society and which has to exhibit role model behaviors to people.

Supervision Factor. Leaders influence the achievement of an organization's goals via change, innovation, engagement and motivational activities. Top management leadership is one of the significant determinants in predicting teachers and academic staffs' job satisfaction and it also proved that academic staffs who work with supportive top management have

higher job satisfaction (Hee, Shi, Kowang, Fei & Ping, 2020). Supervisor support means the evaluation of the subordinates and their contributions to the organization by the supervisors and supervisors' interest in their contributions (Eisenberger et al., 2002; as cited by Uzun & Osdem, 2017). Uzun & Osdem (2017) stated that support of the school administrator means dignification of teachers, evaluation of their work, offering help and development of positive relationships with teachers by school administrators. Supervision system, as an important stakeholder of education system, provides guidance for teacher and helps them improve themselves. Supervision and guidance services are provided by experts, school administrators, independent supervisors or academics in the education systems across the world (Ozcan, 2020).

Colleagues Factor. Employees desire support, respect and recognition among colleagues. Satisfaction with co-workers arises from collegiality and interactions among colleagues. In a school set-up administrative support and networking among teachers in instructional leadership may enhance job satisfaction (Chirchir, 2016). Job satisfaction level among faculty members of colleges showed that if proper attention is given towards interpersonal relationships, recognition and supervision, the level of job satisfaction would rise (Catillo & Cano, 2004; as cited by Raziqa & Maulabakhsha, 2015).

Colleague support is one of the social support given by organization and it's described as an interpersonal exchange where an individual assists other individuals within organization. Social support is comfort, attention, appreciation, or other forms of assistance that individuals receive from others or groups. Social support is an act that helps by involving emotions, providing information, material assistance, and positive assessments of individuals in dealing with their problems.

Colleague support is a positive feeling, liking, trust, and attention from others in the work life of the individual concerned, recognition, one's trust, and direct assistance in certain forms. From those definitions, it can be concluded that social support is physical and psychological comfort, attention, appreciation, and assistance in the form of material, information, emotion, recognition, trust, which is received by individuals from other people or groups. Colleague support affects job satisfaction. It shows that the higher the support of colleagues will increase one's job satisfaction. The higher the social support, the higher one's job satisfaction will be.

Research on social support and work involvement has not widely obtained, so the references obtained are still very limited in the existing literature. The people supported by their colleagues in an organization will show better attitudes among others, will more involve with the work surround them. Colleague support can affects HR work involvement. It shows that the higher the support from colleagues, the higher work involvement (Adriyanto, 2020).

Working Conditions Factor. One important factor that must be considered by companies in an effort to improve work productivity is the comfort of the work environment. The work environment is where employees carry out work activities every day. A comfortable work environment provides a sense of security and allows employees to work optimally. The work environment can affect employee emotions. If the employee likes his work environment, then the employee will feel at home in his workplace, carry out activities so that work time is used effectively. These physical factors include the width of the workspace, lighting, noise, air temperature in the workplace, color of the room, cleanliness and music in the workplace (Senata et al. 2014 as cited by Atmaja & Puspitawi, 2018). Chirchir (2016) found out that working conditions relates to the environment within which an individual works in an organization. Working conditions like clean classrooms encourage employees to perform their work better and may likely cause a positive correlation on organizational commitment. (Chandrasekar, 2011; as cited by Raziqa, et al., 2015) argue that an organization needs to pay attention to create a work environment that enhances the ability of employees to become more productive in order to increase profits for organization.

Bakotic & Babic (2013) stated that working condition is an important factor for job satisfaction, so workers under difficult working conditions are dissatisfied through this factor. To improve satisfaction of employees working under difficult working conditions, it is necessary for the management to improve the working conditions. This will make them equally satisfied with those who work under normal working condition and in return overall performance will increase. Job satisfaction strive to achieve a supportive school environment that allows teachers to focus on teaching, helps them to improve professionally and recognises their contribution in education to raise morale and competence (Fullan & Hargreaves, 1996; Hargreaves & Fullan, 2009; as cited by Kadtong, Unos, Antok , Midzid, 2017).

Pay Satisfaction. Labor is supplied because most of

us must work to live. Indeed, it is called "work" in part because without compensation, the overwhelming majority of workers would not otherwise perform the tasks. Of course, work can be rewarding and empowering, which adds to work's compensation. However, absent compensation, work would be much rarer and confined to those activities that are enjoyable, but not necessarily most needed by society. The evidence that compensation affects worker behavior is overwhelming. Beyond that, the literature is full of examples where manipulating the pay structure alters worker behavior, by affecting either hours of work or output associated with it. Incentives are a necessary part of inducing the work that makes an economy go, even when those incentives must be self-imposed (Lazear, 2018). Pay satisfaction relates to the employees' consideration on compensation for the services rendered and may include all economic benefits received in course of employment. Employees who are adequately compensated tend to feel obliged to reciprocate (Meyer and Allen, 1997; as cited by Chirchir, 2016). Moreover, teachers may feel dissatisfied because of working hours and salaries (Zembylas & Papanastasiou, 2006; as cited by Chirchir, 2016). (Jonathan, Darroux & Thibeti, 2013; as cited by Nyamubi, 2017) found that teachers' job satisfaction would be improved if their welfare and workplace conditions such as streamlining salary structures and remuneration packages are fine-tuned in proportion with other professions.

With regard to monetary incentives, most teachers desired their income to correspond to their workload. Thus, such aspects as monthly salaries, transfer allowances, periodic adjustments to their salary scales, and leave allowances had to be realistic. Teachers' job satisfaction would be improved if their welfare and workplace conditions such as streamlining salary structures and remuneration packages are fine-tuned in proportion with other professions. It was found that teachers are satisfied by both good salaries and flexible teaching schedules. Better incomes and benefits are instrumental in satisfying teachers' economic needs .Similarly it was found that professionals who are typically well paid benefit their organisation throughout their career span. Good salary is also necessary to recruit well qualified teachers (Nyamubi, 2017).

Responsibility Factor. True autonomy should be a privilege of university teachers and the system. It should be enabled and operated with full vigour to fulfil educational goals and objectives (Muindi, 2011; Noordin, 2009; as cited by Sahito & Vaisanen, 2017) Employees will be more motivated to do their jobs

well if they have ownership of their work. This requires giving employees enough freedom and power to carry out their tasks so that they feel they "own" the result. As individuals mature in their jobs, provide opportunities for added responsibility. School administrator carefully in adding more work to the teacher they find ways to add challenging and meaningful work, perhaps giving the employee greater freedom and authority as well (Kadtong et al., 2017).

Work Itself Factor is the extent to which the job provides the individual with interesting tasks, opportunities for learning and the chance to accept responsibility. The work itself is a group of tasks that must be carried out so that the organization can achieve its goals (Sedarmayanti, 2017). Job itself is also a source of job satisfaction and some of the most important elements of job-satisfying disclosure in many studies are jobs that give status. Then employees tend to prefer jobs that give them the opportunity to use their skills and abilities and offer a variety of assignments, freedom and feedback on how well they are doing.

Support for teachers was also reflected in the way the school administration provided opportunities for them to perform school duties with minimal supervision. There is empirical evidence from various studies that teachers' good relations with their supervisors and coworkers affect job satisfaction. Nyamubi (2017) stated lowering of supervisory pressure on teachers improves their teaching and strengthens the cooperation of the teachers with the administration and their work colleagues.Work itself includes a variety of characteristics of the job in hand, from how one participates in the work activities, to the control one has over assigned tasks. This leads to the sense of achievement one derives from the assigned task by the level of importance an employee assigns to it. If the firms provide all of these intrinsic factors to its employees, it will motivate employees towards their job (Raziqa & Maulabakhsh, 2015).To increase job satisfaction, management can pay attention to things that affect the work itself through skills, job identity and job feedback (Sitepu, Sitepu, Ompusunggu & Sitepu, 2021).

Advancement Factor. An opportunity for promotion is the chances for advancement in the hierarchy. If a teacher is to do a good job, there is a need to keep abreast with the latest trends in his areas of specialty becomes dated and dry. To keep abreast of development in one's area of concern, there are three things that may be done such as reading professional

books and journals, attend professional or job related conferences at least once or twice a year, and enrol in advance courses (Labadia, 2010 as cited by Kadtong et al.). According to (Gupta, 2011; as cited by Asaari, Desa, & Subramaniam, 2019) promotion refers to a higher post carrying greater responsibilities, higher status, and better salary.

The promotion will give long-term satisfaction to employees. As an indirect measure of the link between job satisfaction and future quits, a couple of papers have also investigated the importance of satisfaction with advancement opportunities on future job attachment, with mixed results. (Shields and Ward 2001; as cited by Kosteas, 2018) find that dissatisfaction with promotion and training opportunities have a stronger effect on intentions to quit than dissatisfaction with workload or pay.

Regarding teachers' opportunities for professional development, some respondents reported that, through the support and encouragement of schools heads, teachers went for further studies in higher learning institutions. Professional growth allowed advancement or increased responsibility. Teachers' opportunities for career advancement exerted an influence on their job satisfaction, comfort in the profession, and readiness to serve their employers. Teachers' satisfaction with the day-to-day execution of their duties was achieved when they believed that their future prospects were good. Teachers' professional development and growth in their current workplace enhances their satisfaction and encourages persistence in teaching (Nyamubi, 2017).

Job Security. Security is a great persuader that permits an individual to move on in life, it leads to sense of fulfilment and satisfaction when an individual understands that they are secured/safe in whatever profession they involved themselves. Once an individual is assured of security especially of his job, and he sees it practically displayed, he may be motivated to be the best he could be since nothing poses as a threat to him in this wise. The workplace is expected to be a comfort zone for workers and a place of refuge from some challenges of life like economic and social challenges which are some of the aftermath of losing one's job. The most imperative thing an employee needs in employment relationship is job security that guarantees peace of mind. Security is one of the second fundamental needs of man as postulated by Maslow's hierarchy of needs. Job security to an employee is that his/her job is not threatened and that the individual will be on the job for as long as the individual wants with no feeling or reasons whether

objective or subjective that he/she might lose the job.

With the present situation where there are so many layoffs, early retirement, contract staff and part-time employees, workers may not be certain that they will be in their employment for longer period as many employers of labour now lay off their employees due to economic reasons and the inability of some workers to keep pace with the dynamic changes experienced in the universe. This situation could lead to challenge/threat to the workers in diverse employments who are not convinced of what might be their survival in this era of sacks and even premature retirement, could also affect performance of the organisation.

It is generally believed that once an employee on the job passes the probationary period, the need for job security quickly appears to recede its importance (Abolade, 2018). As this is achieved, the individual becomes relaxed and complacent in a job situation. Consequently, job security is employee's evaluation of their current work conditions and perception of their future in their current job from positive and negative perspectives (Ahmad & Jameel, 2018). It is an employee's assurance or confidence that they will keep their current job for a longer period as they so wish. It is the assurance from the company or organization that their employees will remain with them for a reasonable period of time without being wrongly dismissed. (Adebayo & Lucky, 2012; as cited by Karama, 2017) noted that people's job security eventually depends on whether they are employable or not and if businesses have a need for their skills or not. Individuals need to have the right skill set to have good job security.

Recognition Factor. Employees assume that recognition is a valuable value in a career. This boost up their morale and they are more motivated to increase their productivity in the organization. Recognition is an important aspect that needs to be in the organization to increase motivation and is also a catalyst for success in the workforce's performance. (Grawitch, 2010; as cited by Asaari et al., 2019) states that recognition is not solely for the achievement of a person's performance, it is more focused on employee contributions and efforts. (Bosco, 2014; as cited by Asaari et al) mentions that recognition is the most effective non-monetary intrinsic reward awarded by the organization to appreciate the involvement of employees in the organization and it can improve the performance of employees.

Manzoor (2012) concluded that recognition has a significant impact on employee motivation. Rewards

are the powerful modes for encouraging employees' for good performance. Research shows a strong relationship between people beliefs, perceptions, feelings and their behaviors towards policies and procedures of an organizational management. Employees as human being and the active part of a society have certain needs at different levels and these needs must be fulfilled so they feel motivated to work hard. Researchers widely discuss that system of rewards, appreciation and professional growth as a most important critical task of administration. Every individual wants professional growth and personal gains in terms of money and social recognition so researchers consider it low cost but very important to establish rewards system in an organization to create an effective work environment for employees.

Recognition is named as the most important reward by many researchers. (Ramkrishna, 2002; as cited by Kalsoom, Akhter, Mujahid, Saeed & Kausa, 2017) points out that recognition can lead an outstanding performance and can be helpful to gain workers loyalty towards their organization. Successful organization focuses on recognition as the most powerful motivator and that lack of recognition can lead to a major failure in an organization. Planned system of rewards and wise distribution is very significant in this regard. Administrators must be able to know the results and gains of reward system. The purpose of every reward and incentive must be clear. Rewards should be given promptly and in timely manners. Employees must be given the chance to select the reward for them. Most importantly worth and value must be attached with rewards.

Methodology

The descriptive-correlational research approach was used in this study. Such method was utilized to examine the situation, as it exists in its current state. Descriptive-correlational research approach involves identification of attributes of a particular phenomenon based on an observational basis, or the exploration of correlation between two or more phenomena (Creswell, 2003).

Research Respondents

The respondents of the study were 30 school administrators and 150 teachers from different schools in Trento District of the Department of Education, Division of Agusan del Sur, Region XIII- Caraga.

Procedure

To test the reliability, the researcher conducted pilot test with a total population of 40 respondents in which 10 teachers answered for the questions of principal leadership style and 10 principals answered for the job satisfaction questionnaire. The reliability coefficient was computed through Cronbach's alpha using SPSS. The data in this study was organized and classified based on the research design and the problems. The data was tallied and tabulated to facilitate the presentation and interpretation of the results. The researcher made use of the following statistical technique.

Mean. This refers to the mean or average that was used to derived the central tendency of the data in question. This were used to determine the level of principal leadership styles and job satisfaction among school administrators during Pandemic in Trento District.

Pearson r. This refers to the test statistics that measured the statistical relationship, or association, between two continuous variables. In this study, it was used to analyse the null hypothesis and explained the relationship between the independent and dependent variables.

Correlation Coefficient was used to measure the strength of the relationship between principal leadership styles and job satisfaction among school administrators during pandemic in Trento District. The descriptive interpretation was provided below in inferring the degree of relationship Medina (2013).

Ethical Consideration

In conducting this research study, informed consent was sought from all participants to ensure better understanding on the study purpose and procedures. Confidentiality was maintained to safeguard participants identities.

Results and Discussion

Summary of Principal Leadership Styles as Perceived by Teachers. Presented in the table below are the summary on the principal leadership styles as perceived by teachers in terms of directive, participative, supportive and achievement-oriented.

Table 1. *Summary of Principal Leadership Styles*

	Indicators	x	Description
1.	Directive	3.6	Oftentimes
2.	Participative	3.8	Oftentimes
3.	Supportive	3.7	Oftentimes
4.	Achievement-Oriented	3.9	Oftentimes
	Overall Mean	3.75	Oftentimes

In summary, overall mean of Principal Leadership Style obtained 3.8. This implied that the school administrators of oftentimes manifested principal leadership styles such as directive, participative, supportive and achievement-oriented. Hence, one could say, that even in times of crisis, school administrators of Trento District are determined to fulfil their vow of making a difference to the school systems. Their leadership maybe is at stake during this difficult time as they deal with different tensions but still they are committed to support the school and the social development of the teachers under their command. Further, Mazurkiewicz and Fischer (2021) stated that leadership uses imagination and tradition, implements change and maintains the status quo, and analyses quality of performance and feelings. All of this occurs almost at the same moment, with broad aims and specific tasks in mind, and always, in the end, leadership should be focused on people, good work, and a good life.

Summary of Job Satisfaction among School Administrators. Shown in the table below are the summary on the level of job satisfaction among school administrators in terms of supervision, colleague, working condition, pay, responsibility, work itself, security, advancement, and recognition indicators.

Table 2. *Summary of Job Satisfaction*

	Indicators	$\bar{X}$	Description
1.	Supervision	3.8	Oftentimes
2.	Colleague	3.6	Oftentimes
3.	Working Condition	3.9	Oftentimes
4.	Pay	3.9	Oftentimes
5.	Responsibility	4	Oftentimes
6.	Work Itself	3.5	Oftentimes
7.	Advancement	3.6	Oftentimes
8.	Security	3.9	Oftentimes
9.	Recognition	3.8	Oftentimes
	Overall Mean	3.77	Oftentimes

As disclosed, the school administrators had considered all the indicators on job satisfaction oftentimes evident with an overall weighted mean of 3.8. The result further implied that school administrators during this time of pandemic takes the outmost responsibility of providing strategic plans and interventions to sustain, adhere the vision of the Department of Education to pursue achieving quality education for all even in times of crisis whether it may be a calamity, disaster, emergency, quarantine, or even war" (DepEd Sec. Briones,2020).

It can be further deduced that during this trying time school administrators still had a high regard on their job security, pay and work condition. This may because the Department of Education left no stone unturned in responding to the current public emergency prioritizing the welfare of the learners and the staff. One of the initiatives undertaken by the department was the fast-track processing and release of the salaries of employees, the provision of additional provident funds to field offices and the early released of clothing allowance and the Performance-Based Bonus (DepEd, 2020).

Over All Mean Scores of Variables. Presented in the table below are the data on the mean scores of principal leadership style and job satisfaction.

Table 3. *Over All Mean Scores of Variables. Presented in the table below are the data on the mean scores of principal leadership style and job satisfaction.*

	$\bar{X}$	Std. Deviation	N
Principal Leadership Style	3.75	.129	150
Job Satisfaction	3.77	.171	30

The table showed the overall mean of principal leadership style obtained 3.75. This implied that the school administrators oftentimes manifested principal leadership styles such as directive, participative, supportive and achievement-oriented.

In addition, job satisfaction obtained an overall mean score of 3.77 with a descriptive equivalent of oftentimes evident. This implied that the school administrators job satisfaction was oftentimes evident with their job in terms of supervision factor, colleagues' factor, working conditions factor, pay factor, responsibility factor, work itself factor, advancement factor, security factor, and recognition factor.

Correlation between Principal Leadership Styles and Job Satisfaction. The table below showed the correlation between Principal Leadership Style and Job Satisfaction using Pearson r correlation.

Table 4. *Correlation between Principal Leadership Styles and Job Satisfaction*

Variables	p-value	r- value	Interpretation
Principal Leadership Job Satisfaction	.042	r=0.3	Significant

The result showed that there is a significant relationship with a p-value of .042 which is lower than 0.05 level of significance. In addition, r- value obtained 0.3 which explicitly shows that there is a weak positive correlation manifested from the related indicators. From this study, as the level of principal leadership style increases, the job satisfaction also increases and vice versa. Therefore, the null hypothesis was rejected.

Conclusion

Based on the foregoing findings, it was concluded that the level of principal leadership styles is significantly correlated to the level of job satisfaction among school administrators during the COVID-19 pandemic. Hence, whenever the level of principal leadership styles increases, the level of job satisfaction also increases and vice versa. In schools, a particular organisational context, administrators' leadership behaviours and styles were reported to positively affect employees' motivation and performance, organisational justice, school culture and climate, student achievement and job satisfaction that will in turn speed up the actualization of the goals and objectives of the school (Cansoy, 2019) thus, improving the quality of education depend first, on improving the quality of educational administration (UNESCO, 2020).

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Affiliations and Corresponding Information

Analyn C. Suazo
Del Pilar Elementary School
Department of Education – Philippines

Roel P. Villocino
Assumption College of Nabunturan - Philippines