

Transformational-instructional hybrid leadership practices of school heads as determinants of teachers' job satisfaction of Aritao II District

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Abstract

This study examined the transformational–instructional hybrid leadership practices of school heads and their relationship with teachers' job satisfaction in Aritao II District during School Year 2025–2026. Using a quantitative descriptive-correlational design, data were gathered from 85 teacher-respondents selected through stratified random sampling. Validated survey questionnaires were administered and analyzed using weighted mean and Spearman Rank Correlation at a 0.05 level of significance. Results showed that school heads demonstrated Outstanding transformational–instructional hybrid leadership practices ($GM = 4.63$). Vision-Driven Instructional Leadership obtained the highest mean, followed by Instructional Coaching and Professional Development Support, Empowerment and Collaborative Decision-Making, Motivational Support and Teacher Recognition, and Data-Informed Instructional Improvement. Teachers' job satisfaction was rated High ($GM = 4.44$), with Work Itself as the highest-rated dimension, while Compensation and Benefits received the lowest rating, indicating a need for improvement. Correlation analysis revealed a statistically significant positive relationship between transformational–instructional hybrid leadership practices and teachers' job satisfaction ($\rho = 0.565, p = 0.001$). Among leadership dimensions, Instructional Coaching and Professional Development Support showed the strongest association with job satisfaction. The study concluded that effective hybrid leadership practices of school heads contribute significantly to higher teacher job satisfaction and workplace well-being. An Educational Administration Intervention was developed to strengthen leadership competencies and address gaps in compensation, professional growth, and supervisory support to further enhance school effectiveness and teacher satisfaction in the district.

Keywords: educational administration intervention, teachers' job satisfaction, transformational–instructional hybrid leadership practices

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1. Introduction

The evolving demands of 21st-century education have redefined the role of school leaders around the world, positioning them not merely as administrators but as catalysts of teacher development and organizational excellence. In contemporary educational settings, leadership practices that inspire, guide instruction, and respond to dynamic challenges are increasingly viewed as essential in fostering teacher motivation and satisfaction. The researcher posits that the integration of transformational and instructional leadership into a hybrid approach offers a more responsive and adaptive leadership framework. Transformational leadership emphasizes vision, inspiration, and professional growth, while instructional leadership focuses on curriculum supervision, teaching quality, and learning outcomes. When combined, these approaches may create a balanced leadership model that addresses both the human and technical aspects of teaching, thereby enhancing teachers' job satisfaction.

Moreover, the researcher believes that teachers' job satisfaction remains a critical factor influencing instructional effectiveness, teacher retention, and overall school performance. In many public school systems, teachers encounter challenges such as workload pressures, limited resources, and evolving educational reforms. These conditions necessitate leadership practices that are both supportive and directive. A hybrid leadership model may provide emotional encouragement through transformational practices while ensuring instructional quality through structured supervision. Thus, examining how school heads employ transformational-instructional hybrid leadership practices becomes imperative in understanding their role as determinants of teachers' job satisfaction, particularly in public school contexts.

It is noted that numerous studies have underscored the significant role of leadership in shaping teachers' job satisfaction and performance. Research indicates that transformational leadership positively predicts teachers' job satisfaction, professional resilience, and overall engagement, as it fosters a supportive and motivating work environment (Kaya, 2024). Furthermore, instructional leadership has been found to directly enhance teachers' effectiveness and satisfaction by providing clear guidance, monitoring instruction, and promoting professional development (Andriadi & Sulistiyo, 2024). The combination of these leadership styles has been recognized as more effective than single approaches, as it enables school leaders to address both relational and instructional dimensions of teaching, thereby improving educational outcomes and teacher well-being.

In the national context, particularly in the Philippines, leadership practices of school heads have also been linked to teachers' job satisfaction. Studies reveal that transformational leadership significantly influences teachers' satisfaction by enhancing administrative support, fostering collaboration, and improving workplace relationships (Sebullen & Jimenez, 2024). Additionally, empirical evidence from Philippine schools shows that leadership styles, including transformational and instructional approaches, significantly affect teachers' satisfaction in terms of work environment, social relationships, and professional fulfillment (Mariano & Oco, 2024). These findings highlight the importance of effective leadership in addressing the needs of teachers within the country's educational system, particularly in public schools where resources and support systems may vary.

At the local level, within the Aritao II District, there is a growing need to examine how school heads' hybrid leadership practices influence teachers' job satisfaction in specific contextual realities. While general leadership frameworks provide valuable insights, localized studies are essential to capture the unique challenges, organizational culture, and professional dynamics experienced by teachers in the district. The interplay of transformational and instructional leadership practices may offer a strategic approach to enhancing teacher satisfaction, improving teaching performance, and sustaining educational quality. Thus, this study seeks to investigate the extent to which transformational-instructional hybrid leadership practices of school heads serve as

determinants of teachers' job satisfaction in Aritao II District, providing a basis for leadership development and policy enhancement.

The present study is firmly anchored on global, national, and institutional research priorities that emphasize quality education, teacher well-being, and effective school leadership. At the global level, this research aligns with the United Nations Sustainable Development Goals (SDGs), particularly SDG 4 Quality Education, which advocates for inclusive and equitable quality education and the promotion of lifelong learning opportunities for all. Central to achieving SDG 4 is the recognition that teachers are key agents of change, and their job satisfaction significantly influences teaching quality and student outcomes. Moreover, the study also supports SDG 8 Decent Work and Economic Growth, which underscores the importance of productive employment and decent working conditions. By examining leadership practices that enhance teachers' job satisfaction, the study contributes to improving workplace environments in the education sector, thereby advancing both educational quality and workforce well-being.

At the national level, this research is aligned with the priorities of the National Research Agenda for Teacher Education (NRATE), which emphasizes strengthening teacher quality, professional development, and leadership in education. The focus on hybrid leadership practices directly responds to NRATE's call for research on innovative leadership models that improve teacher outcomes and institutional effectiveness. By investigating how transformational and instructional leadership practices influence teachers' job satisfaction, the study contributes to the body of knowledge aimed at enhancing teacher motivation, retention, and professional performance—key concerns identified in the national agenda. Furthermore, the study is closely aligned not only with the Department of Education (DepEd) Basic Education Research Agenda but also with the Philippine Professional Standards for Teachers (PPST), which serves as the national framework for teacher quality and professional development. The DepEd Research Agenda prioritizes governance, teacher quality, and organizational effectiveness, emphasizing the critical role of leadership in improving school systems and learner outcomes. Within this framework, the governance domain underscores the importance of school leadership in creating supportive, inclusive, and high-performing learning environments, while the teacher quality domain highlights the central role of teachers' well-being, job satisfaction, and professional competence in ensuring effective instruction.

In parallel, the PPST provides clear descriptors of teacher competence across domains such as Content Knowledge and Pedagogy, Learning Environment, Diversity of Learners, Curriculum and Planning, Assessment and Reporting, and Community Linkages and Professional Engagement. Teacher job satisfaction is inherently connected to these domains, as satisfied teachers are more likely to demonstrate higher levels of instructional competence, engage in reflective practice, and actively participate in professional development activities aligned with PPST standards. Likewise, school heads, as instructional leaders, play a pivotal role in supporting teachers' attainment of PPST indicators through mentoring, coaching, performance feedback, and the provision of professional growth opportunities.

The present study responds to these policy and professional standards by examining how Transformational–Instructional Hybrid Leadership Practices of school heads influence teachers' job satisfaction, thereby providing empirical evidence on leadership behaviors that strengthen both teacher welfare and professional standards compliance. By linking leadership practices with teacher satisfaction and PPST-aligned competencies, the study offers meaningful insights for enhancing school-based management systems, improving instructional leadership capacity, and strengthening teacher development programs. Ultimately, the findings of this research may inform DepEd policy formulation, school leadership training, and targeted intervention programs that are grounded in both the Basic Education Research Agenda and the PPST framework. In doing so, the study contributes to the broader goal of ensuring quality, equitable, and sustainable basic education through empowered teachers and effective instructional leadership.

At the institutional level, the research aligns with the agenda of Nueva Vizcaya State University (NVSU), which emphasizes research on educational management, organizational development, and human resource

effectiveness. The study contributes to NVSU's thrust of generating evidence-based strategies that enhance institutional performance and community development. By focusing on leadership practices and teacher satisfaction, the research supports the university's mission to produce relevant and impactful studies that address local and regional educational concerns. Moreover, the study is consistent with the research agenda of the College of Teacher Education of Nueva Vizcaya State University, which prioritizes instructional leadership, teacher development, and educational innovation. The integration of transformational and instructional leadership into a hybrid model reflects the college's emphasis on advancing leadership competencies and promoting effective teaching practices. The findings of this study are expected to provide valuable insights for pre-service and in-service teacher education programs, particularly in strengthening leadership preparation and enhancing teacher satisfaction.

The anchorage of this study across global, national, and institutional frameworks underscores its relevance and significance. By addressing the interconnected goals of quality education, effective leadership, and teacher well-being, the research contributes to broader efforts aimed at improving educational systems and fostering sustainable development. Despite the growing body of literature on school leadership and teachers' job satisfaction, several research gaps remain evident, particularly in localized educational contexts such as the Aritao II District. Most existing studies tend to examine transformational or instructional leadership as separate constructs, with limited empirical attention given to their integration as a hybrid leadership model. This gap suggests a need to explore how the combined application of these leadership approaches operates in actual school settings and how it influences teachers' job satisfaction. Furthermore, many studies are conducted in urban or highly resourced environments, leaving rural and district-level contexts underrepresented. As such, there is insufficient contextualized evidence that reflects the unique realities, constraints, and opportunities experienced by teachers in districts like Aritao II.

In addition, methodological gaps are apparent in prior research, which often relies on generalized findings without accounting for variations in organizational culture, leadership dynamics, and teacher demographics. The absence of localized and context-specific investigations limits the applicability of existing conclusions to particular school systems. This underscores the necessity of conducting studies that capture the lived experiences of teachers within specific districts, thereby generating more relevant and actionable insights for educational leaders and policymakers. Beyond these gaps, several challenges and concerns encountered by teachers in the district further motivated the conduct of this study. Teachers frequently experience increasing workload demands, including administrative tasks, documentation requirements, and co-curricular responsibilities, which may lead to stress and reduced job satisfaction. Additionally, limited access to instructional resources and professional development opportunities can hinder their ability to perform effectively and feel fulfilled in their roles. These conditions are often compounded by the need to adapt to continuous educational reforms and evolving curriculum standards.

Another significant concern relates to the variability of leadership practices among school heads. While some school leaders demonstrate supportive and inspiring behaviors, others may exhibit more directive or inconsistent approaches that do not fully address teachers' professional and emotional needs. This inconsistency can affect workplace climate, collegial relationships, and overall teacher morale. In some cases, teachers may feel undervalued or insufficiently supported, which can diminish their motivation and commitment to their profession. Given these challenges, there is a pressing need to examine leadership practices that can effectively respond to both the instructional and psychosocial needs of teachers. The present study is therefore motivated by the desire to address these gaps and concerns by investigating how transformational-instructional hybrid leadership practices of school heads serve as determinants of teachers' job satisfaction in Aritao II District.

The main aim of this research investigation is to look into the transformational-instructional hybrid leadership practices of school heads as determinant of teachers' job satisfaction during the academic year 2026-2027. Specifically, it answered the following questions

- What is the assessment of the respondents of the transformational-instructional hybrid leadership

practices of their school heads along the dimension of vision-driven instructional leadership, instructional coaching and professional development support, empowerment and collaborative decision-making, motivational support and teacher recognition, and data-informed instructional improvement?

- What is the assessment of the respondents of their job satisfaction along the components work itself, compensation and benefits, supervision and leadership, professional growth and career advancement, work environment and organizational climate, workload and work–life balance, recognition and reward system, institutional policies and governance, and interpersonal relationships?
- Are there significant relationships between the dimensions of transformational-instructional hybrid leadership practices of the school heads and the job satisfaction of teachers?
- Based on the significant findings of the study, what educational administration intervention could be developed by the researcher?

2. Related Literature

This study is anchored on three complementary theories: Transformational Leadership Theory (Bass, 1985), Instructional Leadership Theory (Hallinger & Murphy, 1985), and Herzberg's Two-Factor Theory of Motivation (1959). These theories provide a strong foundation for examining the relationship between school heads' leadership practices and teachers' job satisfaction, integrating both leadership behaviors and motivational factors into a cohesive framework.

Transformational Leadership Theory explains how leaders inspire, motivate, and empower followers to achieve higher performance and personal growth. According to Bass (1985), transformational leaders influence followers by embodying idealized influence, providing inspirational motivation, fostering intellectual stimulation, and attending to individualized consideration. In the context of this study, the transformational component of the hybrid leadership model—which includes vision-driven instructional leadership, motivational support, and empowerment—aligns directly with these key elements. By applying transformational leadership principles, school heads can articulate a clear instructional vision, encourage teacher participation in decision-making, and recognize and motivate teachers' efforts. This theoretical perspective justifies the examination of how school heads' leadership practices enhance teachers' professional commitment, engagement, and overall job satisfaction. Teachers who perceive their leaders as transformational are more likely to feel valued, supported, and motivated to perform at higher levels.

Instructional Leadership Theory, as proposed by Hallinger and Murphy (1985), emphasizes the principal's role in guiding and improving teaching and learning through structured supervision, professional development, and evidence-based decision-making. Instructional leaders focus on creating a conducive learning environment, monitoring curriculum implementation, and supporting teachers' instructional competence. Within the hybrid leadership framework, dimensions such as instructional coaching, professional development support, and data-informed instructional improvement are grounded in this theory. Instructional leadership provides the mechanisms through which school heads can enhance the quality of teaching and learning while simultaneously fostering teacher satisfaction. By supporting teachers in their instructional roles and providing constructive feedback, leaders address both performance outcomes and professional well-being.

Herzberg's Two-Factor Theory of Motivation offers a complementary lens for understanding job satisfaction by distinguishing between motivators (intrinsic factors like achievement, recognition, and growth) and hygiene factors (extrinsic factors like salary, policies, supervision, and working conditions) (Herzberg, 1959). The nine dimensions of teacher job satisfaction in this study—including work itself, supervision and leadership, professional growth, recognition and reward, and institutional policies—map directly onto Herzberg's framework. This allows for a clear interpretation of how both intrinsic and extrinsic aspects of teachers' roles are influenced by leadership practices. By linking transformational-instructional leadership behaviors to Herzberg's motivators and hygiene

factors, the study provides a theoretical basis for understanding how effective school leadership enhances teacher satisfaction across multiple dimensions.

Collectively, these three theories provide a comprehensive foundation for the present study. Transformational and instructional leadership theories explain the mechanisms through which school heads influence teachers' professional experience and motivation, while Herzberg's framework clarifies how these influences manifest in teachers' satisfaction and well-being. Anchoring the study on these theories allows for a holistic exploration of the interplay between leadership practices and job satisfaction, highlighting both behavioral and motivational pathways that contribute to effective educational management. Transformational-instructional hybrid leadership practices have gained increasing prominence as an integrative model that combines the motivational and visionary orientation of transformational leadership with the structured, improvement-focused aspects of instructional leadership. This integrated approach promotes both the human relational dynamics and the technical instructional functions essential for effective school leadership. Research increasingly suggests that leaders who balance inspirational vision with systematic instructional guidance significantly influence teacher development, instructional quality, and organizational outcomes (Andaya & Quinito, 2025; He et al., 2024).

The dimension of vision-driven instructional leadership emphasizes the school head's capacity to articulate and align instructional goals with the school's mission. Visionary leaders help cultivate a shared commitment to teaching excellence, encouraging teachers to adopt collective goals and pursue ongoing professional growth. This is supported by recent research showing that unified instructional visioning contributes to stronger teacher collaboration and a more coherent instructional climate (Andaya & Quinito, 2025). Linked to vision is instructional coaching and professional development support, in which leaders model best practices, provide feedback, and create structured opportunities for learning. Studies have identified instructional support as a critical predictor of teacher development and professional efficacy, particularly when principals engage in targeted coaching and mentorship (He et al., 2024). Empowerment and collaborative decision-making involve engaging teachers as partners in shaping school practices. Collaborative leadership fosters shared responsibility and builds trust, which enhances job satisfaction and organizational commitment (World Education Connect, 2025). Empowerment also aligns with distributed leadership principles, where shared influence expands leadership capacity beyond formal roles, thus improving instructional coherence and teacher ownership.

Motivational support and teacher recognition represent another salient dimension of hybrid leadership. Educational leaders who recognize teacher accomplishments and provide emotional support help strengthen teachers' morale and professional identity. Contemporary literature links positive recognition with higher engagement and reduced burnout, especially when leaders intentionally celebrate professional successes (World Education Connect, 2025). Finally, data-informed instructional improvement highlights the use of assessment results and feedback to refine teaching practices. Data-driven leadership practices enable leaders to identify instructional gaps, tailor professional development, and monitor progress systematically. Recent research underscores how data use enhances instructional planning and contributes to reflective practice among teachers (Aquino, 2025).

Across these dimensions, research consistently indicates that transformational and instructional leadership components are not mutually exclusive but rather interdependent. Integrated leadership models foster both psychological readiness and pedagogical expertise among teachers (ScienceDirect, 2025). When leaders provide vision, professional support, recognition, and data-based feedback, they create environments that promote teacher growth, collaboration, and satisfaction—conditions that are essential for sustained school improvement. On the other hand, job satisfaction among teachers is a multifaceted construct that encompasses both intrinsic and extrinsic aspects of their professional experience. In the educational literature, scholars emphasize that job satisfaction is shaped not only by the work itself—such as the perceived meaningfulness and purpose of teaching—but also by tangible job components including compensation and benefits, supervision and leadership, professional growth opportunities, work environment and climate, workload and work-life balance, recognition systems, institutional policies, and interpersonal relationships (Abdulpatta et al., 2024; Tagalog et al., 2024).

The nature of the work itself significantly influences teacher satisfaction because the core tasks of planning, delivering instruction, and engaging students form the heart of the teaching profession. Studies show that teachers who perceive their work as intellectually fulfilling and aligned with their professional values report greater satisfaction and commitment (Raralio, 2023). Similarly, compensation and benefits remain crucial, as equitable salaries and incentives contribute to financial security and overall contentment, although these factors may vary in impact across cultural and institutional contexts. For instance, research in Chinese educational settings identified work environment and professional identity as key predictors of job satisfaction alongside extrinsic considerations (Chen, 2025).

Supervision and leadership are consistently linked to teacher job satisfaction. Effective leaders who provide clear guidance, support, and consistent feedback help create a positive work climate where teachers feel valued and supported. This resonates with findings that supportive administrative practices are associated with positive job attitudes and retention (Anog et al., 2024). Moreover, professional growth and career advancement opportunities, such as training, workshops, and mentoring, enhance teachers' competence and job satisfaction by fulfilling their desire for continuous learning and career progression (Hariasasti & Aguspati, 2023).

The work environment and organizational climate also play a substantial role. Positive climates characterized by collegial support, open communication, and shared goals encourage collaborative practices and enhance satisfaction, as evidenced by studies examining the mediating effects of environment on teacher well-being (Tagalog et al., 2024). Furthermore, workload and work-life balance significantly affect satisfaction, with heavy workloads or conflicting personal responsibilities leading to stress and diminished job contentment (An Abdulpatta et al., 2024). Recognition and reward systems are also essential: when teachers feel acknowledged for accomplishments, their intrinsic motivation and engagement increase, reinforcing a sense of professional value. Likewise, institutional policies and governance—such as clear rules, fair procedures, and transparent decision-making—shape teachers' perceptions of justice and organizational support, which correlate with higher satisfaction levels (Abdulpatta et al., 2024).

Finally, interpersonal relationships with colleagues, supervisors, and students contribute to teachers' sense of belonging and psychological well-being. Strong social connections and collaborative networks foster positive attitudes toward work and satisfaction with one's professional role (Abdulpatta et al., 2024). It is noted that teacher job satisfaction is influenced by an interplay of cognitive, emotional, organizational, and relational factors. Understanding these dimensions holistically provides school leaders and policymakers with insights on developing supportive environments and practices that enhance teacher satisfaction, retention, and instructional quality.

3. Methodology

Research Design. The study employed a quantitative descriptive-correlational research design. The design was used to describe the current levels of transformational-instructional hybrid leadership practices of school heads and teachers' job satisfaction and to determine the degree of relationship between the two variables. The independent variable was transformational-instructional hybrid leadership practices, measured through five dimensions: vision-driven instructional leadership, instructional coaching and professional development support, empowerment and collaborative decision-making, motivational support and teacher recognition, and data-informed instructional improvement. The dependent variable was teachers' job satisfaction, assessed across nine dimensions. The use of a structured questionnaire enabled the collection of comparable quantitative data and facilitated multidimensional analysis of leadership practices and teacher satisfaction.

Research Setting. The study was conducted in DepEd Aritao II District, Nueva Vizcaya, which supervises twelve public elementary schools serving rural and semi-urban communities. The district has approximately 110 teachers serving more than 2,200 learners. The participating schools vary considerably in terms of enrollment, staffing, resources, and organizational conditions. Larger schools, such as Comon Central School and Beti Elementary School, present leadership challenges associated with larger teaching and learner populations, while

smaller schools such as Anayo Elementary School and Tabueng Elementary School operate within contexts characterized by fewer personnel, limited resources, and workload-related challenges. These differences provide a suitable context for examining how leadership practices are associated with teachers' job satisfaction across varying school environments. The district has also received recognition for achievements in literacy and numeracy programs, Schools Press Conference activities, Brigada Eskwela, Gulayan sa Paaralan, environmental initiatives, and inclusive education. These accomplishments provide an organizational context in which leadership practices and teacher engagement can be examined.

Participants and Sampling. The study involved 85 public elementary school teachers, representing 77.27% of the total population of 110 teachers across twelve elementary schools. The sample size was determined using Slovin's formula at a 0.05 margin of error. A stratified sampling technique was employed, with each school serving as a stratum. Within each stratum, teachers were selected through simple random sampling, ensuring that respondents from the different schools were adequately represented and that each teacher had an equal opportunity for selection.

Research Instruments. Two validated research instruments were utilized. The *Transformational-Instructional Hybrid Leadership Practices Questionnaire* consisted of 30 items developed and validated by Cadalig et al. (2025), based on the framework of Marks and Printy (2025). The instrument measured five dimensions of hybrid leadership practices and obtained a Cronbach's alpha of 0.857, indicating high reliability and internal consistency. Responses were rated using a five-point scale. Mean scores ranging from 4.50 to 5.00 were interpreted as Always and corresponded to an Outstanding level of hybrid leadership practice. Mean scores from 3.50 to 4.49 were interpreted as Often and indicated a Very Good level, while scores from 2.50 to 3.49 were interpreted as Sometimes and represented a Good level. Mean scores ranging from 1.50 to 2.49 were interpreted as Seldom and corresponded to a Fair level, whereas scores from 1.00 to 1.49 were interpreted as Never and indicated a Poor level.

The *Teachers' Job Satisfaction Questionnaire* consisted of 54 items developed and validated by Bolintao et al. (2025). It measured teachers' job satisfaction across nine dimensions and obtained a Cronbach's alpha of 0.925, indicating very high internal consistency and reliability. Responses were likewise rated using a five-point scale. Mean scores ranging from 4.50 to 5.00 were interpreted as Always and represented a Very High level of job satisfaction. Mean scores from 3.50 to 4.49 were interpreted as Often and indicated a High level, while scores from 2.50 to 3.49 were interpreted as Sometimes and corresponded to a Moderate level. Mean scores ranging from 1.50 to 2.49 were interpreted as Seldom and indicated a Low level, whereas scores from 1.00 to 1.49 were interpreted as Never and represented a Very Low level of job satisfaction.

Data Collection Procedure. Before data collection, formal approval was obtained from the District Supervisor of Aritao II District. The researcher then coordinated with the school heads to schedule the administration of the questionnaires while minimizing disruption to regular teaching and learning activities. An orientation was conducted for the selected teacher-respondents to explain the purpose, objectives, procedures, and ethical considerations of the study. Participation was voluntary, and informed consent was secured before the administration of the instruments. Participants were informed of their right to withdraw from the study at any time without penalty. The questionnaires were administered either in printed form or electronically through platforms such as Google Forms. Respondents were given three to five working days to complete the instruments. Completed questionnaires were securely collected, encoded, and stored in a password-protected database accessible only to the researcher and thesis adviser.

Ethical Considerations. The study observed established ethical principles, including informed consent, voluntary participation, confidentiality, privacy, and secure handling of research data. Personally identifiable information was excluded from the analysis, and only aggregated data were reported.

Statistical Analysis. The mean was used to determine the perceived level of transformational-instructional hybrid leadership practices of school heads across the five leadership dimensions. It was likewise used to determine

teachers' level of job satisfaction across the nine identified dimensions. The Spearman rank-order correlation was employed to determine the strength and direction of the relationships between the dimensions of transformational-instructional hybrid leadership practices and teachers' job satisfaction. This analysis was intended to establish whether stronger leadership practices were associated with higher levels of teacher job satisfaction.

Methodological Synthesis. The study used a quantitative descriptive-correlational approach to examine transformational-instructional hybrid leadership practices and teachers' job satisfaction in Aritao II District. Eighty-five teachers from twelve public elementary schools participated in the study. Stratified sampling and simple random sampling were employed to obtain a representative sample. Two validated instruments were used: a 30-item Transformational-Instructional Hybrid Leadership Practices Questionnaire with a reliability coefficient of 0.857 and a 54-item Teachers' Job Satisfaction Questionnaire with a reliability coefficient of 0.925. The data were analyzed using mean and Spearman rank-order correlation. The methodological framework provides a systematic basis for determining the perceived level of school heads' hybrid leadership practices, assessing teachers' job satisfaction, and examining the relationship between the two variables. The resulting evidence may inform educational administration interventions designed to strengthen leadership effectiveness, teacher well-being, and positive school organizational environments.

4. Conclusions

- The transformational-instructional hybrid leadership practices of school heads were assessed as Outstanding, indicating that school leaders consistently demonstrate a high level of integration of transformational and instructional leadership behaviors that promote effective school management, professional collaboration, and instructional improvement.
- The respondents' overall level of job satisfaction was High, indicating that teachers generally experience a favorable work environment characterized by satisfactory leadership support, collegial relationships, professional engagement, and fulfillment in their teaching roles, although certain areas still require enhancement.
- There is a statistically significant positive relationship between transformational-instructional hybrid leadership practices and teachers' job satisfaction, indicating that more effective leadership practices are associated with higher levels of teacher satisfaction, motivation, and professional well-being.
- The significant findings of the study served as the empirical basis for the proposed Educational Administration Intervention, identifying priority areas for improvement in leadership practices and job satisfaction dimensions that require targeted institutional support and development strategies.

Recommendations

- School heads may continue to sustain and further enhance their transformational-instructional hybrid leadership practices by strengthening consistent application of instructional coaching, collaborative decision-making, and data-informed strategies to maintain high standards of school leadership and instructional effectiveness.
- School administrators and education stakeholders may implement targeted improvement programs focusing on compensation-related concerns, professional development opportunities, and supervisory support systems to further elevate teachers' job satisfaction from a generally favorable level to a higher degree of satisfaction.
- Since a significant positive relationship exists between leadership practices and job satisfaction, school leadership training programs may be institutionalized or reinforced to enhance leadership competencies, with emphasis on strengthening instructional leadership behaviors that directly influence teacher motivation and workplace well-being.

- The proposed Educational Administration Intervention may be adopted, piloted, and regularly evaluated by schools and the district to address identified priority areas, ensuring that improvement strategies are evidence-based, context-specific, and responsive to teachers' professional needs.
- Future researchers may replicate this study in different educational settings using a qualitative research design and incorporate new variables such as teacher resilience, organizational commitment, or student achievement outcomes to gain deeper and more contextualized insights into leadership and job satisfaction dynamics.

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