

# School Leadership Behavior and Job Satisfaction Among Multi-Grade Teachers

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**Abstract:-** This study aimed to determine the school leadership behavior and job satisfaction among multi-grade teachers in the Loreto district, Agusan del Sur—a descriptive. A descriptive-correlational design was used in the study. The study participants were multi-grade teachers selected from 15 multi-grade schools in Loreto, Agusan del Sur. All teachers currently teaching in the Department of Education were included using the universal sampling technique. This study used adapted 4-point Likert scale questionnaires for multi-grade teachers' school leadership behavior and job satisfaction. The school leadership behavior level in Loreto, Agusan del Sur District, often manifested. Job Satisfaction among Multi-grade Teachers in Loreto, Agusan del Sur, was high and oftentimes evident. There was a significant relationship between school leadership behavior and job satisfaction among multi-grade teachers in Loreto, Agusan del Sur. The study recommends that school leadership practices and qualities can be improved with a strategic program that might improve their ability to relate to others and develop effective and efficient leadership talents. To raise the degree of principal leadership, the school principal may strengthen teacher bonds by encouraging open communication, transparency, and teamwork. School principals may create and design sustainable activities that support their teachers' well-being. One of them is the Teachers Recognition Program. This activity recognizes the achievement and success of the teaching staff in this challenging time.

**Keywords:-** School Leadership Behavior, Job Satisfaction, Multi-Grade, Responsibility, Correlational Study.

## I. INTRODUCTION

The principal's primary responsibility was ensuring teachers' welfare and well-being inside and outside the school community. They assembled a top-notch faculty interested in learning about the variables influencing education and retention. One factor was job satisfaction, which had been well-researched by school administrators and was connected to administrative dedication and accomplishment. The dynamic between principals and multi-grade teachers could differ significantly based on the school, the principal's conduct and administration approach, and the degree of promotion from the Department of Education. Principals can acknowledge the challenges faced by multi-grade teachers and provide support, resources, and

opportunities for professional development. However, as they frequently had to accomplish more with fewer resources, multi-grade teachers occasionally faced more pressure and obligations (Gasa, 2016).

Multi-grade teaching was prevalent in many African nations, including Namibia, South Africa, and Togo. It was widely acknowledged as the most effective approach and method to address the declining trends in rural education and promote equal access, fairness, and high-quality education in previously overlooked regions. Although multi-grade teaching was widespread in most African nations, governments often prioritized enhancing traditional schools, delegating the establishment of multi-grade schools to local endeavors (Joubert, 2010). Multi-grade schools suffered from inadequate development and lacked essential resources such as textbooks and libraries.

Africa's multi-grade schools faced challenges; teachers were dissatisfied with their positions and must be committed to their work. The Department of Education recognized low performance as a problem based on performance appraisals (Kadtong & Usop, 2013). The way principals ran the schools was also a factor, and to prevent shortfalls and maintain school innovation, a new generation of school leaders—especially those who aspired to become principals—needed to be supported, prepared, and motivated. The planned, adaptable principalship staffing model made it feasible to find outstanding principals within the ranks of teacher leaders and aspirants to persuade teachers' demands (Azasu, 2015).

Cariaso (2019) pinpointed that difficulties in the multi-grade curriculum were unavoidable in the Zambales Schools Division. Many of these institutions served a diverse student body. The instructor played a crucial role in the multi-grade program's success. Educators working in multi-grade schools in Zambales and those in isolated communities faced several obstacles, including inadequate facilities, disparate cultures and customs, geographic isolation, and demographic factors. The proficiency of the instructors determined the school's efficacy. Nonetheless, obtaining faculty support from the school was challenging if their satisfaction with their working conditions needed to be higher.

There were inevitably difficulties with the multi-grade curriculum at the fifteen multi-grade schools that comprised the Loreto District school system. The majority of these

institutions served a diverse student body. The teachers played a crucial role in a multi-grade program's success. Teachers faced difficulties at their multi-grade schools in Loreto, including inadequate facilities, disparate cultures and customs, geographic isolation, changing demographics, and leadership. The teachers' competency and the school administration's actions determined the school's effectiveness. However, if faculty members were dissatisfied with their working conditions, they would not receive help from the institution.

This study examined the relationship between the job satisfaction of multi-grade teachers in Loreto, Agusan del Sur, Philippines, and their school leadership.

## II. METHOD

### ➤ *Research Design*

This study used a quantitative correlational strategy. Quantitative research systematically investigates a group's relationships, behaviors, phenomena, or patterns through statistical techniques (Ahmad et al., 2019). The study design was a correlational model that describes variables. The correlational design determined if two variables were linked. It implies determining whether there is an increase or decrease in one variable in another (Nicholas & Hillary, 2016).

This research investigated the relationship between school leadership behavior and job satisfaction among teachers in multi-grade schools.

### ➤ *Research Locale*

The research was conducted in Loreto. The Department of Education governed the Agusan del Sur School Division. Agusan Del Sur was staffed with 8,567 individuals, including teaching and non-teaching personnel. There were also forty-four (44) district offices in the province. The DepEd Regional Office published the teacher population for the Agusan del Sur Division for 2022.

The Spanish colonizers arrived in the upper Agusan region around 1600 and encountered the Manobo. Urios inhabited the area in the 1880s. On March 30, 1965, the Manobos were persuaded to form a municipality and establish residence in a small village designated "Loreto" in devotion to the Spanish city of Fr. Urios.

The town's area is 1,463.74 square kilometers (563.77 square miles), which is 14.6 percent of the total land area of Agusan del Sur. Based on the 2020 Census data, the municipality had a total population of 43,881. This figure corresponds to 5.94 percent of the population of Agusan del Sur province or 1.57% of the total population of the Caraga region. Using these data points, we can determine the population density to be 31 kilometers.

In the past century, Loreto experienced substantial population expansion, with its count rising from 2,447 in 1918 to 43,880 in 2020. This figure represents a rise in population of 41,433 people over 102 years. Based on the

most recent census data from 2020, Loreto has experienced a marginal growth rate of 0.67% in population, adding 1,379 individuals to the total of 42,501 inhabitants documented in 2015.

There are three schools in the East district. Three teachers of Datu Hilad Elementary School are located in a remote area of Loreto, Agusan del Sur. It is around 70-80 kilometers from Prosperidad, the capital town of Agusan del Sur, and has a student population of 43. The school is accessible via local roads, with some portions potentially requiring travel or unpaved or less maintained roads, particularly in rural areas. The school provides education from kindergarten through grade 6.

Linatawan Elementary School, located at approximately 8.2774° N latitude and 125.7875° E longitude, is around 100-120 kilometers from Prosperidad, the capital town of Agusan del Sur. The school offers primary education from kindergarten through grade 6. The area around Linatawan Elementary School has a tropical rainforest climate. Agricultural lands, forests, and rivers characterize it. The school accommodates three educators and a student population of 50.

Masunga-ad Elementary School is near the town center of Loreto, the municipality's administrative hub. It is approximately 90-100 miles from Prosperidad. The school serves the local population, which includes a mix of lowland and Indigenous people. Being in a rural area, the school may face challenges related to infrastructure, such as access to technology. The school has a total of 3 teachers who are responsible for educating 40 kids. The school provides foundational education for children in rural and agriculturally driven communities.

Moli Elementary School is located within the municipality of Loreto. The school is a few kilometers from the town center of Loreto, making it accessible to residents. The school is about 70-80 kilometers from Prosperidad. The area around the school includes rivers, forests, and agricultural fields. The environment is green and lush, indicative of a tropical climate. The school comprises three teachers and a student body of 48 pupils.

In addition, the North District has three schools. The Sikat Panlabuhan Elementary School has a latitude of approximately 8.2080° N and a roughly 125.7510° E longitude. The school provided a complete curriculum for grades K-6. The school likely has the basic facilities typical of rural public schools, including classrooms, a playground, and administrative offices. Resources may be limited compared to urban schools. The public elementary school serves the local community, providing education, accessible roads, and possibly waterways. The school is composed of three teachers and 35 pupils.

Conversely, Katipunan Elementary School is relatively close to Loreto's town center. It is approximately 8.1356° N latitude and 125.9747° E longitude. The school is relatively remote and can be far from the other barangays and towns.

The most common modes of transportation to reach the school include motorcycles and sometimes boats if crossing rivers is necessary. The school is composed of three teachers and 56 pupils.

Kiyawan School is situated in the rural barangay of Kiwayan. The barangay is known for its agricultural and forested areas, with the Agusan River as a significant geographical feature. The roads accessing the school may be unpaved, and during the rainy season, they can be muddy and difficult to traverse. The school is composed of three teachers and has fifty students. It is located 110 kilometers away.

In addition, the south area consists of five schools. Don Flaviano Elementary School is approximately 20 kilometers from the town center of Loreto. Given its rural setting, the primary mode of transportation for the students and teachers is via motorcycles. Sometimes, public transport options pose challenges for daily commutes. This school has four teachers and 100 pupils.

Dona Crusita is situated in the municipality of Loreto. It is positioned at a distance of 44 kilometers from the town center of Loreto, making it slightly accessible for students and nearby barangays. The school provides primary education, is equipped with two teachers, and has 18 pupils.

Due to its rural setting, San Carlos I Primary School's access can be challenging. Transportation is primarily local, using motorcycles (habal-habal) and small boats for river crossings. The school provides multi-grade education and fosters children's growth and development in this rural community. It has three teachers and 54 pupils. The school is located 3.2 kilometers away.

San Miguel Elementary is in a rural setting surrounded by agricultural lands and natural landscapes. The school campus includes classrooms, grounds, and practical learning activities. The school is typically accessed by walking, or motorcycles might provide transport services for students who live further away. The school, located 8.3 kilometers away, has a student population of 485 and boasts three teachers.

Datu Casal Elementary School is an educational institution in Loreto, Agusan del Sur, providing primary education to children. Students typically travel to school on foot, bicycles, and motorcycles. The condition of roads can affect accessibility, especially during the rainy season—the school has a total student population of 36 and three teachers. The school is located 32 kilometers away.

The West District has three schools. Panajatan Elementary School, which has three teachers and 30 pupils and spans 40 kilometers, provides the primary education mandated by the Department of Education. The distance from the municipal center of Loreto to the school varies. However, it generally involves considerable travel time due to the rough and often unpaved roads.

At that time, Tagbalihaw Elementary School, located in the town center of Loreto, had different characteristics than other schools. However, it is generally accessible by local means of transportation. The school is tied to the Indigenous tribes, who helped develop agriculture and forestry. The school has one teacher and thirty-five pupils.

Finally, transportation to and from the Maximo Magadan Multi-Elementary School can be challenging due to its location. Students and teachers generally use local means of transport such as habal-habal (motorcycle), tricycles, and jeepneys. In some cases, walking or using bicycles might be necessary, especially for those living in closer proximity. The school has four teachers and 77 students. It is located 4.4 kilometers away.

➤ *Research Respondents*

This survey included 45 multi-grade teachers from Loreto's east, south, north, and west districts. The researcher employed universal sampling for this investigation. According to Dai and Temlyakov (2023), universal sampling involves picking a sample from the approximate probability of inclusion. The samples for the multi-grade respondents were selected using this technique (see the distribution of respondents below).

Table 1 Profile of the Respondents in Loreto District

Name of School	School Head's/Principal's Population	Teacher's Population
	Elementary	Elementary
1. Datu Hilad Elementary School	1	2
2. Linatawan Elementary School	1	2
3. Masungad Elementary School	1	2
4. Moli Elementary School	1	2
5. Sukat Panlabuhan Elementary School	1	2
6. Katipunan Elementary School	1	2
7. Kiawan Elementary School	1	2
8. Don Flaviano Elementary School	1	2
9. Dona Crucita Elementary School	1	2
10. San Carlos I- Primary School	1	2
11. San Miguel Elementary School	1	2
12. Datu Casal Elementary School	1	2

13. Panjatan Elementary School	1	2
14. Tagbalihaw Elementary School	1	2
15. Maximo Magandan Multi-Elementary School	1	2
Total	15	30

➤ *Research Instruments*

The researcher used Bulach's (2010) survey questionnaire, which consisted of four indicators: the human relations domain with 15 items. Additionally, the decision-making domain consisted of fifteen components. Furthermore, there were ten items in the instructional leadership domain, seven in the control domain, and seven in the conflict domain.

The second instrument was derived from a study conducted by Glorineil D. Romero and Nimrod F. Bantigue from the University of the Philippines. This research evaluates job satisfaction among multi-grade teachers in Loreto, Agusan del Sur. The second instrument consisted of 20 elements, with five items corresponding to each indication. The information about school leadership behavior is evaluated and analyzed using the following scoring and interpretation system.

Rate	Interval Scale	Descriptive Rating	Verbal Interpretation
4	3.50-4.00	Very High	This indicates that the school leadership is <b>Always Manifested</b>
3	2.50-3.49	High	This indicates that the school leadership is <b>Oftentimes Manifested</b>
2	1.50-2.49	Low	This indicates that the school leadership is <b>Sometimes Manifested</b>
1	1.0-1.49	Very Low	This indicates that the school leadership <b>seldom manifested.</b>

➤ *The Grading and Analysis of Data for Job Satisfaction are as Outlined:*

Rate	Interval Scale	Descriptive Rating	Verbal Interpretation
4	3.5-4.0	Very High	This indicates that job satisfaction is <b>always evident.</b>
3	2.5-3.49	High	This indicates that job satisfaction is <b>oftentimes evident.</b>
2	1.5-2.49	Low	This indicates that job satisfaction is <b>sometimes evident.</b>
1	1-1.49	Very Low	This indicates that job satisfaction is <b>seldom evident.</b>

➤ *Validation of Research Instrument*

Before the modified instrument was sent to the respondents, it was subjected to the analysis of a group of expert validators drawn from within and outside the organization. The researcher did an initial and follow-up test to verify the dependability of the questionnaire.

oriented as to the instrument's purpose and assured them that the data gathered would be treated with the utmost confidentiality.

In addition, the tool was tested on a select number of students who were not involved in the research. The tool's administration took the next step when the testing was completed successfully and no problems were found.

Retrieval of Survey Questionnaires. One week after the questionnaires were administered, the researcher retrieved the survey questionnaire. The researcher seeks the co-teachers' help disseminating it to the multi-grade teachers. Ultimately, the researchers gathered the data after the experiment. Subsequently, they proceeded with data analysis and interpretation to get pertinent results.

➤ *Data Gathering Procedure*

The researcher followed the steps below to gather data.

Before commencing the research, forty-five (45) multi-grade teachers who teach several grades from Loreto, Agusan del Sur, were included in the study.

Ethics Review. In this study, the researcher submitted the manuscript to ensure that the integrity of the study is paramount in adherence to the ethical guidelines. It is mandated by Assumption College of Nabunturan- Graduate School to maintain the rights, self-esteem, and welfare of all the participants involved.

Seeking Permission to Conduct the Study. The researcher wrote a letter asking permission from the Schools Division Office of Agusan del Sur through the division research coordinator. After being approved by the Division Head Office, another letter informed the Public Schools District Supervisors of Loreto Agusan del Sur about the study's conduct. Permission letters were also sent to the school principal and teachers' respondents in Loreto District. After this, the researcher administered the questionnaire.

➤ *Statistical Treatment of the Data*

This section presented the statistical tools that were used in the study. The statistics in this study were organized and classified based on the research design and the problems. The data were tallied and tabulated to facilitate the presentation and interpretation of the results. Statistical techniques help the researcher determine the validity and reliability of their research instrument. The researcher made use of the following:

Administration of the Research Instrument. The researcher administered the survey questionnaire personally and online. The researcher ensured respondents were

Mean. This study used average data to address questions 1 and 2, which involved identifying the level of school leadership behavior in human relations, decision-making, instructional leadership, control domain, and conflict domain. In addition, the teacher's job satisfaction is measured in terms of security, work environment, job responsibilities, and community attachments.

In question 3, the Pearson correlation was imposed to identify the significant relationship between school leadership behavior and teachers' job satisfaction.

Therefore, with the guidance of the thesis adviser in data analysis and interpretation, the researchers gathered the data and used computer programming, namely SPSS and JASP, to identify the solutions efficiently.

### III. RESULT

This section presented the results on the level of school leadership behavior among school principals as perceived by multi-grade teachers according to the following indicators: job satisfaction in the human relations domain, trust/decision-making, Instructional leadership, Control domain, and conflict domain.

**Level of School Leadership Behavior in terms of the Human Relations Domain.** Table 2 presents the data on the level of school leadership behavior among multi-grade teachers.

This section presented the results on the level of school leadership behavior among school principals as perceived by multi-grade teachers according to the following indicators: job satisfaction in the human relations domain, trust/decision-making, instructional leadership, control domain, and conflict domain.

Table 2 Level of School Leadership Behavior in terms of Human Relations Domain

Human Relations Domain	Mean	Descriptive Interpretation
My school head...		
1. Calls me by name	3.33	High
2. Uses eye contact	3.40	High
3. Demonstrates a caring attitude	3.47	High
4. Involves me in decisions	3.29	High
5. Interacts with the staff	3.44	High
6. My principal does not listen	1.98	Low
7. Model's good communication skills	3.11	High
8. Tells teachers to make do with what they have	3.11	High
9. Provides positive reinforcement	3.31	High
10. Remains distant	2.42	Low
11. Compliment me	2.98	High
12. Remembers what it is like to be a teacher	3.22	High
13. Did not support me when parents were involved.	2.33	Low
OVERALL MEAN	3.03	High

Table 2 shows that item 3, "Demonstrated a caring attitude," has the highest result of 3.47, indicating a descriptive rating of 'high' and often manifested. It implied that the school principal consistently showed a caring attitude, creating an optimistic school culture where teachers' character was assessed, supported, and prompted to shine in their roles, ultimately benefiting the school community.

The next item, with the highest mean, is item 5, "Interacted with the staff," which obtained a mean of 3.44. It indicates that engaging with the teachers and staff promoted communication, collaboration, and a sense of community.

Correspondingly, the item that received the lowest data was item 6, "My principal did not listen," with a result of 1.98, a high descriptive rating, and a verbal interpretation of sometimes manifested. The result implied that the school principal was addressed directly in Loreto, and this behavior

was not dominant. The district and school principal always ensured a positive and productive work environment for all the staff and teachers.

The second lowest mean, item 9, "My principal provided positive reinforcement," obtained 2.33. It suggested a need for more advocacy or assistance from the school principal in challenging situations involving parents, which could negatively impact the teacher's morale and effectiveness inside and outside the school premises.

The overall mean score for the indicator of human relations is 3.03, which is rated as high and is oftentimes manifested. The study's findings suggest that the behavior of school principals significantly influences human relations, with outcomes varying depending on the situation. It underlines the importance of understanding how principals' actions can impact interactions and relationships within educational settings.

➤ *Trust/Decision Making.*

Presented in Table 3 are the data on the level of school leadership behavior among multi-grade teachers.

Table 3 Level of School Leadership Behavior in terms of Trust/Decision-Making

<b>Trust/Decision-Making</b>	<b>Mean</b>	<b>Descriptive Interpretation</b>
My school head...		
1. Corrects me in front of others instead of privately	2.27	Low
2. Nit-picks in evaluations	2.31	Low
3. Gossip about teachers or administrators	2.16	Low
4. Uses coercion to motivate me	2.40	Low
5. Implements the latest fads without thorough knowledge	2.29	Low
6. Makes a decision as a "knee-jerk" reaction to an incident.	2.22	Low
7. Displays a lack of trust	2.09	Low
8. Listens to both sides of the story before making decisions	3.09	High
9. Evaluate situations carefully before taking actions	3.16	High
10. Makes "snap judgements"	2.51	High
11. Bases evaluations on a short observation.	2.62	High
<b>OVERALL MEAN</b>	<b>2.46</b>	<b>Low</b>

Table 3 shows that the highest item was 9, "Evaluated situations carefully before taking actions," garnering a rating of 3.16 with the descriptive interpretation of a high and verbal interpretation of oftentimes manifested. The result implied that the school principal's behavior always had to address and carefully evaluate the situation before acting. Individuals could make more informed decisions, minimize risks, and achieve a better outcome and vice versa.

Furthermore, item number 8, 'Listens to both sides of the story before making decisions,' has a mean score of 3.09. It indicates actively soliciting feedback from all school members engaged in or promoting fairness and transparency in decision-making. It is the item with the second-highest mean score.

In contrast, item 9, 'Displays a lack of trust,' has the lowest rating at 2.09. It indicates a low descriptive interpretation and a verbal interpretation of sometimes manifested. It suggests that the school principal in Loreto,

Agusan del Sur, generally trusts teachers by granting them autonomy in their work.

Additionally, item 3, 'Gossip about teachers or administrators,' had the second-lowest mean score of 2.16. It indicated that indulging in gossip was detrimental to trust and professionalism, as it could create a toxic work atmosphere and breed distrust among teachers and coworkers.

The overall mean of the indicator on school leadership behavior in terms of trust/decision-making has a weighted mean of 2.46, with the descriptive interpretation of high and oftentimes manifested. The result implied that trust was central for leaders in binding the hearts and minds of followers to a shared mission or goal.

➤ *Instructional Leadership.*

Presented in Table 4 are the data on the level of school leadership behavior among multi-grade teachers.

Table 4 Level of School Leadership Behavior in terms of Instructional Leadership

<b>Instructional Leadership</b>	<b>Mean</b>	<b>Descriptive Interpretation</b>
My school head...		
1. Frequently interrupts my teaching	1.93	Low
2. Demonstrates a lack of vision	2.00	Low
3. Knowledgeable about the curriculum	3.29	High
4. Knowledgeable about instructional strategies	3.33	High
5. Applies procedures consistently	3.18	High
6. Shrugs off or devalues a problem or concern	2.51	High
7. Fails to follow up.	2.19	Low
8. Rules but not always enforce them	2.44	Low
9. Holds people accountable	2.82	High
10. Provides feedback regarding my teaching.	3.22	High
<b>OVERALL MEAN</b>	<b>2.69</b>	<b>High</b>

Table 4 shows that item number 4, "Knowledgeable about instructional strategies," got the highest mean of 3.33 with the descriptive interpretation of a high and sometimes manifested. The result implied that school principal behavior promoted understanding of instructional strategies and could

empower teachers to create dynamic learning worlds that met the various needs of all students and teachers.

The second highest item, item number 3, "Knowledgeable about the curriculum," has a mean score of 3.29. It indicated that the school principal can learn and comprehend the curriculum to give advice and resources that align with the educational goals and standards.

Also, the item that received the lowest score was item 1, "Frequently interrupted my teaching," with a weighted mean of 1.98 and a descriptive interpretation of low and verbal interpretation of sometimes manifested. The result implied that the school principal's behavior in Loreto, Agusan del Sur, was that the school principal first observed the situation firsthand and approached the conversation with empathy and understanding all the time.

The second lowest mean is item number 2, which was "Demonstrated a lack of vision." This item received a mean score of 2.00, indicating that a lack of vision could result in

a lack of direction and purpose within the school community, which could impede growth and creativity.

Overall, the general weighted mean in the instructional leadership indicator result was 2.69, with the descriptive interpretation of high and verbal interpretations of oftentimes manifested. The result implied that it was more likely that individuals would have a favorable impression of the conduct of school leaders in terms of instructional leadership. Leaders displayed expertise in instructional methodologies and the curriculum, offered feedback, consistently implemented processes, and held people responsible.

➤ *Control Domain.*

Presented in Table 5 are the data on the level of school leadership behavior among multi-grade teachers.

Table 5 Level of School Leadership Behavior in terms of Control Domain

Control Domain	Mean	Descriptive Interpretation
My school head...		
1. Expects work to be done "yesterday" with no notice	2.62	High
2. Delegates responsibility.	3.04	High
3. Assigns duty during planning period	3.04	High
4. Rigid and inflexible	2.42	Low
5. Assigns too much paperwork	2.40	Low
6. Overemphasize control	2.38	Low
7. Uses the words "I" and "my" too frequently.	2.38	Low
OVERALL MEAN	2.61	High

Table 5 shows that the highest item received the highest weighted mean: item number 3, "Assigned duty during the planning period," and number 4, "Delegated responsibility," both with a value of 3.04. These items have a descriptive interpretation of high and a verbal interpretation of oftentimes manifested. The results indicated that teachers placed a high value on school leaders' ability to distribute responsibilities successfully.

Similarly, item number 3, "Assigns duty during planning period," has a mean score of 3.04, illustrating that assigning tasks during planning periods enabled efficient utilization of time and resources, maximized productivity, and aligned with the organization's objectives.

Conversely, the items with the lowest mean scores were items 6 and 7, "Overemphasize control" and "Uses the words 'I' and 'my' too frequently," with descriptive interpretations of low and verbal interpretations of sometimes manifested. The results indicated that individuals

negatively perceived an excessive focus on control. Micromanaging was detrimental to trust and autonomy, stifling employee creativity and innovation.

Furthermore, item 5, "Assign too much paperwork," obtained a mean score of 2.40, giving it the second lowest mean. It highlighted that overloading teachers with paperwork was a burden and diverted time that could have been spent on more essential duties.

Moreover, the overall result of the indicator control domain obtained a mean of 2.61, with a descriptive interpretation of high and a verbal interpretation of oftentimes manifested. The result implied that school leadership behaviors varied in levels of control depending on the school community context.

➤ *Conflict Domain.*

Presented in Table 6 are the data on the level of school leadership behavior among multi-grade teachers.

Table 6 Level of School Leadership Behavior in terms of Conflict Domain

Conflict Domain	Mean	Descriptive Interpretation
My school head...		
1. Can keep a confidence	3.27	High
2. Afraid to questions his/her superiors.	2.40	Low
3. Passes the buck rather than dealing with a situation	2.42	Low
4. Double standards.	2.42	Low
5. Partial to influential parents	2.47	Low

6. Shows favoritism to some teachers	2.09	Low
7. Supports me even if I am wrong.	1.80	Low
OVERALL MEAN	2.41	Low

Results in Table 6 revealed that the item with the highest mean was item number 1, "Can keep a confidence," which obtained a value of 3.27, with a descriptive interpretation of a high and verbal interpretation of oftentimes manifested. The result implies that confidentiality is vital to eliciting and upholding teachers' requisite confidence in the teaching profession with professional integrity.

Meanwhile, item 5, "Partial to influential parents," had a mean score of 2.47. This score indicates that showing partiality to influential parents may be a source of impression on the inequity of treatment and erodes the confidence of the staff. Such partiality can contribute to the development of animosities and resentments and jeopardize the credibility of the judgment process.

Also, the item that received the lowest mean was item 7, "Supports me even if I am wrong," with a mean of 1.80, or a low descriptive interpretation and a verbal interpretation of sometimes manifested. It implied that school principals needed always to be aware of situations. Leadership must

also be rooted in empathy and a commitment to fostering growth and resilience within the school community.

Meanwhile, item 6, "Shows favoritism to some teachers," earned a mean of 2.09, indicating that favoritism was a source of anger and affected morale and cohesiveness within the school community. It was the second lowest mean.

Overall, the weight of 2.41 with descriptive interpretation of low and verbal interpretation sometimes manifested. The result implied that the principal's school leadership behavior involves proactive conflict intervention, communication, and modeling behaviors.

➤ *Summary of the Extent of the School Leadership Behavior*

**Summary of School Leadership Behavior.** Presented in Table 7 is the summary of the level of job satisfaction among multi-grade teachers in terms of the human relations domain, trust/decision-making, instructional leadership, control domain, and conflict domain.

Table 7 Summary of School Leadership Behavior

Indicators	Mean	Description
1. Human Relation Domain	3.03	High
2. Trust/Decision Making	2.46	Low
3. Instructional Leadership	2.69	High
4. Control Domain	2.61	High
5. Conflict Domain	2.41	Low
Overall Mean	2.64	High

Table 7 summarizes school leadership behavior with an overall weighted mean of 2.64, a descriptive interpretation of high, and a verbal interpretation of oftentimes manifested.

With a mean score of 3.03 in the human relations area, it suggested that the conduct of school leadership exhibited high interpersonal skills. These qualities included calling staff members by name, making eye contact with them, including them in decision-making, and displaying a caring attitude. These actions contributed to developing a constructive and encouraging school culture in which staff members were made to feel appreciated and cherished.

Furthermore, the trust and decision-making domain, with a mean of 2.46, indicated areas for improvement in these processes.

In addition, a mean score of 2.69 emphasized the principal's expertise and assistance in curriculum, instructional techniques, feedback provision, and accountability. These leadership characteristics contributed to successful teaching and learning methods inside the school, promoting students' success and accomplishment.

As an additional point of interest, the control domain had a mean value of 2.61, which showed that in terms of control, the principal exhibited appropriate delegation of responsibility, usage of planning periods, and expectations for timely job completion.

The conflict domain had a mean of 2.41, revealing areas of concern linked to managing disputes and maintaining justice and accountability. Avoiding unpleasant situations, exhibiting partiality, and not being accountable for one's actions could cause tension and unhappiness among staff members. These behaviors had the potential to influence both morale and productivity.

Hence, the result implied that the primary obligation of the school principal was to develop strategic plans. Intervention programs are aligned with the objectives of the Department of Education to ensure the pursuit of quality education and address the needs and well-being of the teachers.

**Level of job satisfaction in terms of the security, work environment, job responsibilities, and community attachments/linkages.**



This section showed job satisfaction among multi-grade teachers according to the following indicators: job security, work environment, job responsibilities, and community attachments/linkages.

➤ *Level of Job Satisfaction in Terms of Security.*

Table 8 presented data on job satisfaction among multi-grade teachers regarding security.

Table 8 Level of Job Satisfaction in Terms of Security

Security	Mean	Descriptive Interpretation
1. The amount of pay for the work I do...	2.98	High
2. The chance to be reclassified/be promoted	3.00	High
3. The benefits I receive are as good as most other organizations can offer...	2.98	High
4. When all my efforts are not rewarded the way it should be...	2.80	High
5. The way my job provides a secured future	3.13	High
6. The way I get a full credit for the work I do	3.07	High
7. Being able to take pride in a job well done.	3.38	High
8. The way how my pay compares with that for a similar job in other companies.	2.93	High
9. The way how my pay compares with other co- workers in school.	2.98	High
10. The opportunities for advancement.	3.02	High
OVERALL MEAN	3.03	High

Table 8 reveals that item 7, "Being able to take pride in a job well done," achieved the highest mean score of 3.38, indicating a high level of satisfaction with verbal interpretations often evident. The scores suggested that teachers in multi-grade environments felt professional fulfillment when they saw their students experience success and progress at different levels.

It indicated that views of fairness and equality in compensation among colleagues impacted job happiness since inequalities might contribute to feelings of injustice and discontent. The mean score for "The way my pay compares with other co-workers in school" was 2.93, indicating that this perspective influenced job satisfaction.

Item number five, "The way my job provides a secured future," has a mean score of 3.13. It indicates that an assurance for the future is crucial to job satisfaction. It was because it offered stability and peace of mind regarding long-term employment prospects and financial security.

Hence, the overall result of job satisfaction in terms of security (salary, benefits, performance rewards, recognition, promotion) obtained a mean of 3.03 with a high descriptive rating, which was often evident. Based on the data, it is inferred that the principal's responsibility was to provide strategic direction within the school system, which ultimately resulted in the organization's success. However, there is always room for improvement, such as recognizing efforts that could be financially compensated.

Also, item number 3, "When all my efforts are not rewarded the way they should be," obtains a minor result of 2.80, with a descriptive equivalent of high and oftentimes evident. It suggested that unexpected rewards for one's efforts might foster frustration and demotivation.

➤ *Job Satisfaction in Terms of Work Environment.*

Table 9 presented the job satisfaction of multi-grade teachers in terms of work environment.

Table 9 Level of Job Satisfaction in terms of Work Environment

Work Environment	Mean	Descriptive Interpretation
1. The policies and practices towards employees of the school	3.29	High
2. The way my immediate head and I understand each other.	3.33	High
3. The spirit of cooperation among my co-workers	3.40	High
4. The working conditions (heating, lighting, ventilation, etc.)	3.09	High
5. The way my co-workers are easy to make friends with,	3.47	High
6. The way my immediate head trains his/ her subordinates,	3.22	High
7. The feeling of accomplishment I get from the job,	3.18	High
8. The way my immediate head takes care of the complaints of his / her employees.	3.04	High
9. The pleasantness of the working conditions,	3.07	High
10. The way my immediate provides help on hard problems.	2.98	High
OVERALL MEAN	3.21	High

Table 3 above showed that item 5, "the way my co-workers are easy to make friends with," obtained the highest value of 3.47, a descriptive rating of very high, and a verbal interpretation of oftentimes evident. It

implied that teachers of multi-grades found it easy to form friendships with their colleagues. A positive workplace environment and a friendly atmosphere with

co-workers could enhance job satisfaction and create a sense of belonging in the community.

With a mean score of 3.40, item number 3, "The spirit of cooperation among my co-workers," had the second highest mean. It was because a cooperative work environment encouraged collaboration, communication, and mutual support, all contributing to increased job satisfaction and productivity.

Also, item 10, "the way my immediate provides help on hard problems," garnered the lowest point of 2.98 with a high descriptive rating, often evident as verbal interpretation. It was mentioned in item number 10 that the result suggested that, in general, when confronted with challenging problems or challenges, teachers perceived that they were supported by their immediate superiors, contributing to their overall job satisfaction and well-being.

Item number 8, which received the second lowest mean score, was "The way my immediate head takes care of the complaints of his/her employees." This item

received a mean score of 3.04, indicating that effective handling of employee complaints and concerns by immediate supervisors demonstrated support and responsiveness, which, in turn, enhanced job satisfaction and morale.

Hence, the overall result of Table 9 had an overall mean of 3.21 with a descriptive rating of high and a verbal interpretation of oftentimes evident. It was inferred from the data that principals in the Loreto district took into consideration the organizational and structural aspects of the working environment of their teachers, as well as their physical and emotional well-being. The principal was responsible for enhancing a school environment favorable to achieving the organization's goals.

➤ *Job Satisfaction in Responsibilities (Duties, Morals, Ethics).*

Presented in Table 10 are the data on the level of job satisfaction among multi-grade teachers in terms of job responsibilities.

Table 10 Level of Job Satisfaction in terms of Job Responsibilities

Job Responsibilities	Mean	Descriptive Interpretation
1. The chance to "rub elbows" with important people	2.89	High
2. Being able to do things that do not go against my conscience,	2.93	High
3. The chance to do work that well suited to my abilities,	3.20	High
4. The chance to tell other co-workers how to do things,	3.13	High
5. The chance to try something different in my job,	3.11	High
6. The chance to do something that makes use of my abilities,	3.18	High
7. The chance to develop new and better ways to do the job,	3.22	High
8. The chance to do things that do not harm my other co-workers,	3.29	High
9. The freedom to use my own judgment,	3.02	High
10. The chance to the job without the feeling I am cheating anyone,	3.09	High
OVERALL MEAN	3.11	High

Table 10 showed that item 8, "the chance to do things that do not harm my other coworkers," received the highest score of 3.29, with a descriptive rating of high and oftentimes evident. It was inferred that teachers could carry out their duties without endangering their coworkers, which was a source of satisfaction for them. It demonstrated dedication to working methods that were helpful and collaborative, thus creating a pleasant atmosphere in the workplace.

Item number 7, "the chance to develop new and better ways to do the job" received the second highest mean score, indicating a high descriptive rating of 3.22. High chances of innovating and improving procedures in the job advanced the sense of freedom, creativity, and professional growth and development, hence higher job satisfaction.

In addition, the lowest-rated item was item 1, "The chance to 'rub elbows' with important people," which received a rating of 2.89 and a descriptive rating of high, with the verbal interpretation of oftentimes evident. It

suggested that the opportunity to rub elbows with important people may result in several things, such as developing contacts, business and discipline insights, essential connections, and doors that may be opened to other opportunities or partnerships.

The second lowest scored item was item number 2, "Being able to do things that do not go against my conscience," which received 2.93, also with a descriptive rating of high. It highlighted the importance of ethical considerations in job tasks, contributing to moral satisfaction and alignment with personal values.

Thus, the overall mean of 3.11, with a descriptive rating of high and a verbal description of often evident, suggested that the school's principal, located in Loreto, Agusan del Sur, was concerned about teachers' roles and obligations. Now, teaching multigrade, as well as their participation in planning and execution, particularly relates to aiding progress in bringing about change.

➤ *Job Satisfaction in terms of Community Attachments/ Linkages.*

Presented in Table 11 are the data on the level of job satisfaction among multi-grade teachers in terms of community attachments/ linkages.

Table 11 Level of Job Satisfaction in terms of Community Attachments/ Linkages

Community Attachments/ Linkages	Mean	Descriptive Interpretation
1. The chance to have a definite place in the community	3.20	High
2. The chance to be of service to other people,	3.40	High
3. The chance to encourage the stakeholders' participation in all school-related activities,	3.40	High
4. The chance to be somebody in the community,	3.31	High
5. The chance to do the community outreach programs (i.e., linis barangay, coastal clean-up, and tree planting)	3.18	High
6. The chance to help people's concerns in the community,	3.24	High
7. The linkages of the school in the immediate community,	3.22	High
8. The way the immediate head takes care of the complaints of some parents in the community.	3.11	High
9. The pleasantness of the school community towards external stakeholders,	3.16	High
10. The social position in the community that goes with the job,	3.02	High
OVERALL MEAN	3.22	High

From table number 11, it can be gleaned that item number 2, "The chance to be of service to other people," and item number 3, "The chance to encourage stakeholders' participation in all school-related activities," obtained the highest result of 3.40, with a descriptive rating of very high and a verbal interpretation of oftentimes evident. It implied that many teachers highly value the opportunity to assist others within their community. They derive a sense of fulfillment from making meaningful contributions to the lives of others, thereby increasing their overall job satisfaction. Encouraging involvement helps cultivate community engagement and teamwork, which positively contributes to higher levels of work.

The second highest mean in this indicator was item 6, "The chance to help people's concerns in the community." It received a mean score of 3.24, encapsulating the idea that having a positive impact on the lives of community members by addressing their concerns contributed to a sense of fulfillment and job satisfaction.

Additionally, the item that received the lowest result was item 10, "The social position in the community goes with the job," with a score of 3.02 and a descriptive rating of high, with verbal interpretations that were often evident. It suggests that the school's principal must be informed about events and opportunities for engagement through various

channels, including Facebook, Messenger, and email. While teachers valued the social standing that came with their employment, this aspect of their job was not as crucial to their overall job satisfaction as other elements.

With a mean score of 3.11, considered high, item number 8, "The way the immediate head takes care of the complaints of some parents in the community," received the second lowest mean score. It indicated that effective handling of parent complaints demonstrates responsiveness and support, enhancing job satisfaction and community relations.

Overall, the job satisfaction indicator regarding community attachments/linkages obtained a score of 3.22 with a descriptive rating of high and verbal interpretation of oftentimes evident. It suggested that the principal of a multigrade school in Loreto, Agusan del Sur, demonstrates respect for community engagement and decency when dealing with the teaching staff members.

➤ *Summary of the Extent of the Job Satisfaction*

**Summary of Teacher's Job Satisfaction.** Presented in Table 12 is the summary of the level of job satisfaction among multi-grade teachers in terms of security, work environment, job responsibilities, and community attainment/ linkage indicators.

Table 12 Summary of Job Satisfaction

Indicators	Mean	Interpretation
1. Job satisfaction in terms of work security	3.03	High
2. Job satisfaction in terms of work environment	3.21	High
3. Job satisfaction in terms of job responsibilities	3.11	High
4. Job satisfaction in terms of community attachments/ linkages	3.22	High
OVERALL MEAN	3.14	High

In summary, Table 6 shows that the overall mean job satisfaction was 3.14, with a descriptive rating of high.

Regarding work security, the degree of satisfaction with security was the lowest among all respondents. It might indicate worries over work security, income, or perks, all of which had the potential to have a reduced influence on total job satisfaction compared to other criteria.

Also, regarding the work environment, educators were the most content with the setting in which they worked. Creating a healthy work environment could significantly influence job satisfaction by encouraging coworkers to work together, support one another, and feel like they belong.

Moreover, job satisfaction in terms of job responsibilities scored somewhat lower than with work environment and community attachments/linkages, even though job satisfaction was still high. It suggested that there may have been certain

aspects of teachers' duties at work in which they had a lower level of happiness or fulfillment.

Furthermore, teacher job satisfaction regarding community attachments and linkages indicated that teachers also expressed high satisfaction levels concerning their community attachments and links. Teachers had a sense of connection and importance within their communities. They increased the sense of purpose and fulfillment in their positions.

The implication was that the multi-grade teacher in Loreto, Agusan del Sur, occasionally exhibited the conduct of a school leader regarding matters of safety, the working environment, responsibilities, and attachment to the community.

➤ *Overall Mean Scores of Variables*

**Overall Mean Scores of Variables.** Presented in Table 13 are the data on the mean scores of school leadership behavior and job satisfaction.

Table 13 Overall Mean Scores of Variables

Variables	Mean	Std Deviation	N
Job Satisfaction	3.14	0.81	45
School Leadership Behavior	2.64	0.81	45

Table 13 shows the overall mean of School Leadership Behavior obtained at 2.64. It implied that Loreto, Agusan del Sur's school leadership behavior often manifested in the human relations domain, trust/decision making, instructional leadership, control domain, and conflict domain.

In addition, job satisfaction obtained an overall mean score of 3.14 with a descriptive equivalent of oftentimes evident. It implied that the school principal's job satisfaction was often evident regarding security, work environment, job responsibilities, and community attachments/linkages.

While job satisfaction ratings are typically very high, there is often room for improvement in perceived school

leadership behavior. Addressing any areas of concern in leadership practices might further improve job satisfaction and overall organizational performance within educational institutions. Identifying the areas of one's employment in which one is most satisfied might serve as a basis for sustaining and encouraging high morale and engagement among teachers.

➤ *Correlation between School Leadership Behavior and Job Satisfaction*

**Correlation between School Leadership Styles and Job Satisfaction.** Table 13 shows the correlation between school leadership behavior and Job Satisfaction using Pearson r correlation.

Table 14 Correlation between School Leadership Behavior and Job Satisfaction

Variables	p-value	Correlation Coefficient	Decision
Job Satisfaction	0.005	0.51	Significant
School Leadership Behavior			

Table 14 showed a significant relationship with a p-value of 0.005, less than the 0.05 significance level. The two variables were substantial and had a moderate positive relationship with a correlation coefficient 0.51. It suggests that school leadership behavior positively influences the satisfaction of multigrade teachers. The result implied that when the school principal demonstrates supportive, conducive, and effective leadership, it contributes to a conducive working environment in the school community. Leadership practices that involve the organization in decision-making and encourage teamwork in schools increase teachers' work fulfillment.

School leaders can improve morale, motivation, and organizational success by prioritizing leadership development. A positive correlation between the two variables indicates a direct connection between investing in leadership development and training programs for principals and improving job satisfaction, which eventually leads to higher teacher retention rates. Schools can establish an atmosphere where teachers feel respected, encouraged, and inspired to excel by fostering a positive leadership culture.

Thus, the hypothesis is that there is a significant relationship.

#### IV. DISCUSSIONS

##### ➤ *Level of Human Relations in School Leadership Behavior.*

The extent to which the rating is high and oftentimes manifested.

It was resolved that the conduct of school principals was significant and contingent upon the circumstances around the principal and their behavior to enhance human interactions. From the human relations domain perspective, teachers had a favorable opinion of the behavior of leaders. It was also essential for teachers to demonstrate behaviors such as maintaining eye contact, showing a caring attitude, and connecting with other staff members. On the other hand, subjects such as praising others and promoting involvement in decision-making could benefit from more attention and consistency and be considered valuable. Teachers placed great value on their school principal's caring attitude toward them. The presence of leadership that was both supportive and empathetic led to a healthy school atmosphere and the well-being of teachers. Teachers had a favorable impression of school leadership conduct in the Human Relations Domain. Teachers highly regard behaviors such as displaying a caring attitude, maintaining eye contact, and communicating with staff members. On the other hand, such issues as offering praise and encouraging participation in decision-making might have benefited from more attention and consistency.

The study supported the results of Shula and Heystek's (2022) collaboration on day-to-day leadership involving developing others and enhancing values-based characteristics. Leadership should be viewed as a collective effort involving all school members rather than an individual action. Continuing professional development programs should incorporate components related to servant leadership practices.

Sass (2010) highlighted that one of the most essential aspects of effective leadership was the ability to carry out duties related to human relations. Among the most critical competencies for educational leaders were the capacity to deal with people clearly and effectively and an understanding of interpersonal dynamics. His findings were derived from a survey given to teachers at several institutions that offered leadership development.

##### ➤ *Level of Trust/Decision Making.*

This extent is manifested by the descriptive interpretation of high and oftentimes manifested.

According to the findings, trust was crucial for leaders to successfully tie followers' minds and hearts to a joint mission or objective. School leaders need to establish high-trust settings and realize the advantages of trust. Developing techniques for developing trust by paying attention to the five aspects of trust and openness offered powerful guidance to those responsible for school administration. Problems with trust were something that school administrators needed to be aware of since trust was closely related to the results of

students. Whenever school leaders took the time to properly evaluate the circumstances before making judgments, teachers placed great value on this. Regarding problem-solving, it demonstrated a comprehensive and intelligent approach, which helped cultivate trust and confidence in leadership.

Moreover, It contradicts the teachers' perception of a lack of trust in the administration. Trust is essential for successful leadership and cooperation. A lack of confidence can negatively impact morale and productivity within the school community. To nurture high-trust environments and reap the benefits of trust, school leaders had to earn the trust of their followers as well as cultivate a culture of trust throughout the organization. Developing strategies for fostering trust through attention to the five facets of trust and openness provided potent guidance to school leaders. Leaders had to know about trust issues because trust was strongly associated with student outcomes.

The result resulted in the research findings of Fernandes (2021), who stated that educational change was a constant reality and that these frontrunners were more accountable than ever for decisions. The continuous school improvement approach developed leadership and organizational capabilities such as collaboration, communication, and organizational trust within schools and school systems as they dealt with the ongoing onslaught of change and complexity.

Lee et al. (2023) implied that when teachers had a more significant proportional say in school decision-making than the principal, there was a more prominent positive association between their professional dedication and job happiness. The social climate in a school was greatly influenced by the degree of teacher influence relative to the principals. It could improve individual teachers' attitudes about how decisions were made.

##### ➤ *Level of Instructional Leadership.*

The extent of a high and verbal interpretation's descriptive interpretation is sometimes manifested.

The findings suggested that the conduct of school principals contributed to the promotion of awareness of instructional methodologies and had the potential to capacitate teachers in creating dynamic and efficient learning environments that catered to the varied requirements of all students and instructors. Educators emphasized the comprehensive grasp of teaching strategies when their school administrators possessed this experience. Influential instructional leaders had to maintain their talent for comprehending various teaching strategies and methods. This insight was essential to promote instructors' and pupils' learning effectiveness.

Furthermore, teachers valued understanding teaching tactics when their school leaders possessed this expertise. The ability to grasp multiple teaching techniques and approaches was necessary for good instructional leadership. This awareness was essential to support teachers' efficacy

and students' learning. Besides, they had an unfavorable perception of the many disruptions throughout their lectures. Respecting the time allotted for instruction is crucial since interruptions disturb the teaching process and could hinder student learning. Actions that were seen negatively and may have impeded successful instructional leadership included the uneven enforcement of regulations, the absence of follow-up, and disruptions to teaching.

The result sustained the study of Magbo and Lucilyn (2021) in their research entitled "School Heads' Instructional Leadership Behavior and Teachers' Work Engagement in Public Elementary Schools," pinpointing that the teachers perceived school heads' behavior and work engagement. School leaders with instructional leadership styles manifested behavior that the teachers expected, making them work with momentum, excitement, responsibility, and loyalty. School heads could adopt an efficient instructional leadership style and behavior to keep the teachers inspired, motivated, and dedicated to their work.

Suriansyah (2021) demonstrated a strong correlation between work motivation, job satisfaction, principal instructional leadership, and organizational outcomes. School administrators should strive to enhance instructional leadership practices with the primary objective of promoting among educators. It entailed providing educators with precise guidance, encouragement, and resources to improve the teaching strategies they employed in the classroom. A positive work environment that fostered motivation and job satisfaction was essential to advance. School administrators must endeavor to establish a culture that values and respects teachers' contributions while being helpful and collaborative. Efforts had to be made to increase teachers' motivation by providing opportunities for professional growth, recognition, and classroom autonomy.

#### ➤ *Level of Control Domain.*

This extent, with a descriptive interpretation of a high and verbal interpretation of oftentimes manifested.

It was concluded that the actions of school leaders fell between different degrees of control, depending on the circumstances of the school community. The school head implemented several initiatives to develop a supportive and empowering atmosphere favorable to student and teacher work satisfaction; it was necessary for the environment to adapt to changing circumstances and to know when it was appropriate to exercise control and authority. The perception of leaders was favorable whenever they effectively communicated their expectations, appropriately distributed duties, and efficiently dispersed tasks. Conversely, unfavorable perceptions were associated with habits like rigidity, excessive attention to control, and enormous paperwork. They might hinder the morale of staff members and their ability to continue being productive.

Delegating responsibilities gave employees more autonomy, encouraged professional development, and ensured the effort was distributed fairly. Instructors enjoyed school leaders' assignment of duties during planning

periods. It fostered a sense of order and productivity and allowed for the effective use of time and resources. Creating a supportive and encouraging setting for students and teachers requires flexibility and knowing when to assert power. When leaders delegated duties appropriately, managed work effectively, and communicated clear expectations, they were viewed more favorably.

Hence, the result was supported by the study of Mahmud & Vokasional (2014), who claimed that School leaders exhibited a balance between autonomy and control, with an emphasis on technical sense-making, impacting leadership behavior in the control domain and constituting the decision for the success of the community.

#### ➤ *Level of Conflict Domain.*

This extent was achieved with a descriptive interpretation of low, and verbal interpretation was sometimes manifested.

It addresses the conflict constructively to create a school climate where all community members feel appreciated, supported, and empowered to thrive in their work. The result implied that the principal's school leadership behavior involved proactive conflict intervention, communication, and modeling behaviors. The implication is that if the school principal fails to keep a secret, the trust in the leadership to handle private issues with discretion and regard may be compromised. Maintaining confidentiality is essential for creating safe and supportive environments and protecting the privacy rights of individuals within the school community.

By providing support and guidance to teachers even in the face of mistakes, leaders contributed to a positive school climate where conflicts were addressed constructively, and all members felt valued and empowered to learn. It could address the conflict constructively to a more positive school climate where all feel appreciated, supported, and empowered to thrive in work.

The result is supported by Al-Mahdy et al. (2016), supporting that encouraging servant leadership qualities like compassion, humility, collaboration, and employee-centered approaches could enhance integration and reconciliation in conflict management. Maintaining a servant leadership style in educational institutions could aid in fostering a positive school climate, employee motivation, and effective conflict resolution strategies. Servant leadership is essential in promoting a conducive work environment, enhancing employee, and strengthening relationships between management and teachers.

Glickman (2010) asserted that disagreement was inevitable since transformational leadership was essential to one's ability to manage a variety of circumstances and maintain employee confidence. It was vital for leaders to boldly bring ideas and objectives to life, especially when they lacked all the answers or solutions. Leaders do not always have to know the answers to all problems; instead, they should live by their values and embrace their inner

boldness. Leaders do not always have to know the answers to all issues; instead, they should live by their values and embrace their inner boldness.

➤ *Summary of School Leadership Behavior Level in terms of the Specified Indicators.*

Building trust and cultivating healthy connections was essential in a multi-grade setting with children of all ages and educational levels. The school's leaders needed to build trust with the students, staff, and parents to ensure that the learning environment was supportive and favorable to learning. There was evidence of rapid judgments, brief observation-based evaluations, and a lack of trust, all of which could weaken confidence and morale within the school community. Even though the principal listened to all sides of the story and thoroughly assessed circumstances before making choices, there were also indications of snap judgments.

School leaders played a significant role in establishing inclusive settings where every student felt appreciated and respected regardless of age or grade level. They were obligated to encourage diversity, equity, and inclusion and ensure that policies and procedures reflected these principles. Addressing these areas could achieve more effective and supportive school leadership that cultivated a pleasant and conducive learning environment for students and staff, contributing to the school's overall success.

Hence, leadership behaviors were crucial in promoting school development, enhancing student learning, and fostering a constructive climate through continuous support and active intervention. Positive, supportive educational leadership involves guidance and constant engagement that encourage school culture and climate through active intervention (Genao & Lopez, 2021).

➤ *Level of Job Satisfaction of Multi-Grade Teachers in terms of Security.*

The extent of job satisfaction in terms of security was often manifested.

Based on the data, it was deduced that the principal was accountable for providing strategic direction within the school system, which eventually led to the organization's success. On the other hand, there was always an opportunity for improvement, such as recognizing activities that could be monetarily compensated.

The result sustained the study of Imran et al. (2015), emphasizing that many believed that job security was one of the most critical factors contributing to increased employee satisfaction with the firm, leading to increased organizational productivity. Research has found that the only way for employees to experience happiness was when their employers provided financial security. It can be achieved through a competitive salary or job stability.

Also, Odesola (2013) pinpointed that they often had more outstanding pensions, more paid time off, and less expensive health insurance; teachers had a significantly better job security level than other workers in comparable jobs. It was without a doubt that these benefits, which included compensation and leaves, paid time off for service, holiday pay, health insurance, pleasant working conditions, and pensions, encouraged educators to feel secure about their future in their jobs.

Hussain and Saif (2019) stated that work security and workload influenced the degree of work fulfillment teachers encountered in the provincial ranges. It emphasized how significant it was to pick up a more profound understanding of the specific issues confronted by teachers in provincial regions and devise solutions to alleviate their stresses and degree of work fulfillment. Utilizing suitable appraisal disobedient, such as a rating scale and a record reflecting teachers' fulfillment, was vital for analyzing work fulfillment and the stretch brought on by workload. Directors of educational teaching, including colleges, universities, and establishments, may find it valuable to identify the causes of teachers' dissatisfaction and to fulfill their demands and expectations.

➤ *Level of Job Satisfaction in terms of Work Environment.*

The extent of job satisfaction in multi-grade teachers' work environments was often evident.

Based on the data, it was deduced that school heads in the Loreto district took into account the organizational and structural components of the atmosphere of their teachers, in addition to the teachers' physical and emotional well-being inside the classroom. Supporting the establishment of a school environment conducive to accomplishing the organization's goals was the responsibility of the principal of the school.

Pimentel and Bercilla (2023) emphasized the significance of establishing a constructive workplace atmosphere and addressing aspects such as seminars with coworkers, supervision, compensation and benefits, and working conditions to improve job satisfaction. There was a correlation between the working environment and the level of job satisfaction experienced by employees. The working circumstances served as the foundation of labor and employment relationships. These conditions encompassed various themes, including working time compensation, physical conditions, and mental demands.

Gomez and Santiago (2023) attested that school principals had the specialists to ensure teachers had clear roles, which might promote high performance and productivity consistent with learning objectives. Inquiries illustrated that comprehending one's obligations might indicate work satisfaction among teachers concerning working conditions, possibilities for professional growth and advancement, and pay. School administrators could use the results of this consideration to promote a more agreeable work environment, which raises teacher work satisfaction.

➤ *Level of Job Satisfaction in Responsibilities (Duties, Morals, Ethics).*

The extent, with a descriptive rating of high and verbal description, is often evident.

Based on the findings, it was possible to conclude that the principal of the school situated in Loreto, Agusan del Sur, was concerned about the roles and responsibilities of teachers who taught multiple grades and their participation in planning and execution, particularly relating to assisting in the advancement of the process of bringing about change.

The result sustained the study of Cabaron (2023), in which it was said that professional development was an essential aspect in motivating teachers, underlining the necessity of seminars and training in areas such as financial literacy and communication to increase motivation—strong correlation between the work environment and the level of job satisfaction experienced by educators. A favorable work environment significantly contributed to overall happiness and satisfaction among educators. The fact that teachers were happy with their jobs in terms of their responsibilities demonstrated that they could find joy and fulfillment in carrying out their duties and moral commitments. When a workforce was aware of its obligations in the workplace and tried to fulfill them in every aspect, it ensured that its members remained safe and productive.

Mulyana and Izzati (2022) suggested that one of the most essential aspects of encouraging teachers to stay in the classroom was having some degree of control over their work environment. Educational institutions should consider creating policies and procedures that provide teachers with more professional autonomy at the school since this would help reinforce their dedication to their careers. Understanding the teacher's job autonomy and commitment to their profession in the classroom could help educational institutions develop strategies to support teacher retention and job satisfaction.

➤ *Level of Job Satisfaction in terms of Community Attachments/Linkages.*

The extent with a descriptive rating of high and verbal interpretation is oftentimes evident.

The impression conveyed was that the principal of a multigrade school in Loreto, Agusan del Sur, exhibits respect for community participation and civility while interacting with the teaching staff members.

This result is supported by the study of Guoba and Kepalienè (2022), which emphasized the importance of knowing the elements that influence teachers' job satisfaction and might assist educational institutions in improving staff retention and reducing turnover rates connected to the community. There is a correlation between improving the nature of work and communication in academic institutions and increased job satisfaction among educators.

Wolomasi et al. (2019) state that the degree of work fulfillment could significantly determine the execution of essential schoolteachers' work. In this manner, to advance superior work execution, school organizations and instruction directors should substantially enhance teachers' fulfillment. It is essential to make adequate plans and activities to improve teachers' quality of life since this may positively affect the improvement and well-being of the more youthful individuals in society.

Summary of the extent of multi-grade teachers' level of job satisfaction in terms of the specified indicators: Community attachments/linkages envisioned that partners could avoid competing with one another and instead collaborate toward achieving a shared vision of their student's achievement. Adopted a foresight for student achievement that considered students' physical, emotional, and social well-being and academic goals, the partnership had a greater chance of success than when opposing agendas were in play throughout the expanded learning day. To develop knowledge chances and continue to grow under various approaches and models—whether after school, summer learning, expanded or extended learning day or year, or out-of-school time—it was essential that all these efforts built on the solid base of effective partnerships already present among schools.

According to Mazurkiewicz (2021), leadership involves assessing feelings and performance quality, utilizing innovation and tradition, and initiating and maintaining change. When broad goals and specific responsibilities were considered, both of these things occurred almost simultaneously. Leadership should prioritize people and life.

➤ *Overall Mean Scores of Job Satisfaction and School Leadership Behavior.*

The overall mean of School Leadership Behavior was 2.64. This implied that Loreto, Agusan del Sur's school leadership behavior often manifested in the human relation domain, trust/decision making, instructional leadership, control domain, and conflict domain.

In addition, job satisfaction obtained an overall mean score of 3.14 with a descriptive equivalent of oftentimes evident. It implied that job satisfaction was often apparent regarding security, work environment, responsibilities, and community attachments/linkages.

➤ *Correlation between School Leadership Behavior and Job Satisfaction.*

A significant relationship was found with a p-value of 0.051, lower than the 0.05 significance level. The two variables were deemed essential and displayed a strong positive relationship. They indicated that school leadership behavior positively influenced the job of multigrade teachers. The result implied that when the school principal demonstrated supportive, conducive, and effective leadership, it contributed to a conducive working environment in the school community. Leadership practices involving staff in outcome processes and encouraging



cooperation in schools increased teachers' job satisfaction by improving teacher self-efficacy. Therefore, the hypothesis of a significant relationship was supported.

## V. CONCLUSION

Based on the preceding findings, it is concluded that school leadership behavior was significantly correlated with job satisfaction among multi-grade teachers. Hence, whenever the independent variable's level increased, the dependent variable's level increased, and vice versa.

There was a substantial correlation between successful school leadership conduct and the level of job satisfaction experienced by teachers who worked with multiple grade levels. The positive work environment created when school leaders exhibited helpful and empowering behaviors contributed to overall improvements in outcomes for both children and teachers. It was because the pleasant work environment increased teacher satisfaction.

## RECOMMENDATIONS

➤ *Based on the Conclusions Derived from the Study's Results, the Following Recommendations are Presented:*

- School leadership practices and qualities can be enhanced by implementing a strategic program to improve their capacity to relate to others and develop effective and efficient leadership skills.
- To increase the principal's leadership level, the principal may establish teacher relationships by promoting open communication, collaboration, and transparency.
- School principals can conceive and plan sustainable activities that enhance their instructors' well-being. The Teachers Recognition Program is one such program to consider. Through this initiative, the accomplishments and successes of the teaching staff throughout challenging periods are recognized and celebrated.
- School principals must have a favorable working environment and teacher programs that encourage them to communicate more with their colleagues, fostering an atmosphere of openness and trust among the faculty members.

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