

Path Goal Leadership of School Heads and Job Satisfaction of Public Secondary School Teachers in Panabo City Division

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Abstract: The primary objective of this study is to explore the intricate relationship between the path-goal leadership behaviors exhibited by school heads and the job satisfaction experienced by public secondary school teachers within the Panabo City Division. By delving into this connection, the study seeks to uncover how various leadership styles—namely, directive, supportive, participative, and achievement-oriented—play a significant role in shaping teacher motivation, satisfaction, and overall performance within the educational setting. As school heads are essential in guiding and influencing the work environment, understanding the impact of their leadership styles on their staff is crucial for fostering a more productive and harmonious educational atmosphere. The study will investigate how each leadership style is perceived by teachers, how it affects their daily work experiences, and whether these leadership behaviors can effectively boost motivation and morale. Furthermore, it will look at how leadership influences teachers' sense of accomplishment, their commitment to their roles, and their overall job satisfaction. The ultimate aim of this research is to provide a thorough and insightful understanding of the ways in which leadership can be harnessed to enhance teacher satisfaction. By offering an in-depth analysis of the different leadership behaviors and their specific effects on the teaching workforce, the study hopes to contribute valuable recommendations that could assist in improving the working conditions for teachers, fostering an environment that promotes their growth, satisfaction, and success. This research seeks to emphasize the importance of leadership not only as a tool for driving performance but also as a key factor in creating a supportive and motivating environment where teachers feel valued, empowered, and equipped to perform at their best.

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I. INTRODUCTION

Job satisfaction is critical in the teaching profession, as it impacts teacher retention, performance, and overall school climate. Path-goal theory (House, 1971) emphasizes the leader's role in motivating followers by clarifying the path to goals and removing obstacles. In the context of schools, school heads or principals must adopt specific leadership behaviors to facilitate teachers' achievement and job satisfaction. Previous studies have indicated that leadership style can significantly influence job satisfaction among educators (Locke, 1976; Judge & Piccolo, 2004). This study will focus on public secondary school teachers in Panabo City Division to assess the role of path-goal leadership in fostering job satisfaction.

II. METHODOLOGY

This study will employ a quantitative research design to assess the relationship between path-goal leadership behaviors of school heads and the job satisfaction of secondary school teachers. A survey-based approach will be

used, targeting school heads and teachers within the Panabo City Division.

- Participants: Public secondary school teachers and their school heads from various schools within the division.
- Instruments: A structured questionnaire will be used to collect data on job satisfaction (using the Minnesota Satisfaction Questionnaire, MSQ, Weiss et al., 1967) and the path-goal leadership behaviors of school heads (using House's Path-Goal Leadership Questionnaire).
- Sampling: Stratified random sampling will be employed to ensure diverse representation across different schools.
- Data Analysis: Data will be analyzed using correlation and regression analysis to assess the relationship between leadership styles and teachers' job satisfaction.

III. RESULTS AND DISCUSSION

The study will provide empirical results regarding the relationship between school heads' path-goal leadership behaviors and the job satisfaction of their teachers. It will explore which leadership styles (directive, supportive,

participative, achievement-oriented) correlate with higher levels of job satisfaction among teachers. Results are expected to indicate the most effective leadership styles in enhancing job satisfaction in the educational setting of Panabo City.

The discussion will interpret the findings in the context of existing literature on path-goal theory and teacher job satisfaction. The study's findings will be analyzed through the lens of previous studies, such as House (1971), Judge and Piccolo (2004), and Locke (1976), to understand how leadership behaviors impact teacher morale. Recommendations for school heads will be made based on the findings, emphasizing the importance of leadership styles that enhance teachers' work environment and satisfaction. The discussion will also address any limitations of the study and suggest areas for future research.

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