

THE RELATIONSHIP BETWEEN THE SCHOOL LEADERSHIP STYLE AND TEACHERS JOB SATISFACTION AS PERCEIVED BY THE FACULTY MEMBERS OF SUTEETORN PRIMARY SCHOOL

Willem J. L. Steyn
Virgilio F. Kim

Graduate School, FEU Roosevelt, Cainta, Rizal, Philippines

Corresponding author's email: t.willemsteyn@gmail.com

ABSTRACT

This study investigated the relationship between school leadership style and teachers' job satisfaction at Suteetorn Primary School in Thailand during the 2025–2026 academic year. A mixed-methods research design was employed using quantitative survey questionnaires and qualitative interviews among faculty members to examine leadership practices in terms of teacher motivation, instructional support, school culture and climate, and ethical leadership. Quantitative data were analyzed using descriptive statistics and correlation analysis, while qualitative responses were interpreted through thematic analysis. The findings revealed that transformational leadership had a significant positive influence on teachers' job satisfaction. Administrators who cultivated supportive school environments and provided continuous instructional support enhanced teachers' engagement, motivation, and professional commitment. Results further indicated that a blended leadership approach integrating authoritarian, bureaucratic, democratic, and transformational styles helped balance structure, collaboration, and empowerment within the school setting. Teacher job satisfaction was strongly influenced by supportive school culture, opportunities for professional development, positive interpersonal relationships, and a conducive work environment. Inclusive practices, ethical leadership, and adequate resources also contributed to improved emotional well-being and organizational commitment. Overall, the study suggests that holistic and transformational leadership practices enhance teacher satisfaction, motivation, and institutional performance while supporting teacher well-being and educational excellence.

Keywords: *leadership style, job satisfaction, transformational leadership, school culture, teacher motivation*

INTRODUCTION

The modern educational environment requires institutions to adopt new approaches because they must address globalization, technological progress, and the needs of students from diverse backgrounds. School leadership determines organizational success and creates direct effects on teacher motivation, job

satisfaction, and career development. Educational institutions require teachers who can create learning spaces that support students in achieving academic success and individual growth. Leaders who lead effectively help schools manage curriculum development, teaching methods, and student participation, resulting in a more complete educational experience. Leaders who inspire and empower educators create a motivated workforce capable of responding to the changing demands of contemporary education. The combination of visionary leadership and evidence-based practices is a vital element in building a positive organizational culture and achieving long-term educational objectives. Thus, leadership styles that inspire, motivate, and positively influence employees have gained increasing scholarly attention for their role in achieving organizational goals.

Recent studies highlight the critical role of leadership in promoting positive workplace environments. Pasturan (2025) found that democratic leadership significantly enhances teacher motivation and job satisfaction through the promotion of collaboration and collective decision-making. Estrada and Dasig (2025) demonstrated that instructional, participative, and visionary leadership styles effectively enhance teacher performance and intrinsic motivation. Democratic leadership enhances job satisfaction through the development of supportive work environments and the improvement of organizational climate, which in turn sustains teacher commitment and performance (Espinoza, 2025; Suhendro & Saragih, 2023). These findings align with earlier research indicating that achievement-oriented and supportive leadership styles promote emotional support and employee success (Cumar, 2025). Additionally, tailored strategies, including recognition, autonomy, and transparent communication, contribute to enhanced organizational competitiveness (Choi, 2025).

Different leadership paradigms contribute uniquely to organizational outcomes. Transactional leadership emphasizes accountability and performance through clear expectations and rewards (Turyahikayo et al., 2023). Transformational leadership promotes innovation and emotional commitment, facilitating collaboration and continuous growth (Nguyen et al., 2024; Hasan & Islam, 2022). Distributed leadership empowers collective responsibility, enhancing professional practice and organizational outcomes (Kumari, 2021). Ethical leadership instills trust and reinforces values-driven cultures that sustain accountability and commitment (Warri, 2021). Collectively, these leadership approaches highlight the multifaceted ways effective leadership can drive institutional success.

Despite these insights, a research gap persists in examining how leadership styles specifically impact immigrant and diverse teacher populations within localized educational contexts, such as Southeast Asia. While existing studies emphasize general correlations between leadership and job satisfaction, limited empirical work explores how leadership strategies can be tailored to address equity, inclusion, and retention challenges among immigrant educators. This gap is particularly critical given the increasing diversity of teaching workforces and the need for culturally responsive leadership practices.

The identified gap can be addressed in accordance with the United Nations Sustainable Development Goals, particularly SDG 4, which emphasizes equitable and inclusive education, and SDG 8, which highlights the importance of productive employment and job satisfaction. Effective leadership that enhances teacher engagement and retention contributes directly to these global objectives by ensuring sustainable educational systems and empowered teaching professionals.

Background of the Study

Suteetorn School in Nakhon Pathom is a family-run educational institution recognized for academic excellence, particularly in Mathematics and Science, as well as for integrating Buddhist values into its curriculum. With over 2,000 students and more than 100 teachers, the school promotes a collaborative learning environment that emphasizes innovation, moral development, and international achievement. Leadership has historically played a significant role in sustaining teacher commitment, organizational stability, and low turnover rates, contributing to the institution's continued success.

Recent challenges brought about by the COVID-19 pandemic and the evolving demands of contemporary education have highlighted the importance of effective school leadership in maintaining teacher motivation, job satisfaction, and instructional quality. According to UNESCO (2020), educational leaders play a critical role in supporting teachers and ensuring institutional resilience during periods of educational disruption. Faculty perceptions of leadership behavior, particularly in areas such as instructional support, school culture, communication, and ethical integrity, have become increasingly important in sustaining teacher morale and professional performance.

This study examines the relationship between the leadership styles of administrators at Suteetorn School and the job satisfaction of teachers. Specifically, the researchers of this study aim to determine how leadership practices influence faculty attitudes and professional engagement within the current educational landscape. The findings of the study may provide valuable insights for leadership development initiatives, enhance teacher engagement and retention, and support the school's continued success in addressing contemporary educational challenges.

Leadership Style and Teachers' Motivation

The role of leadership has become increasingly important in motivating teachers and enhancing school performance. Recent evidence indicates that leadership practices not only shape organizational culture but also influence teachers' psychological needs for autonomy, competence, and relatedness (OECD, 2020). When administrators employ democratic and participatory approaches, they foster environments where teachers feel appreciated and empowered to participate in decision-making processes, which increases intrinsic motivation and job commitment (Pasturan, 2025).

Instructional and visionary leadership styles further strengthen teachers' sense of competence by aligning resources with pedagogical objectives and providing constructive feedback. Teachers who perceive their leaders as facilitators of instruction are more likely to engage in reflective practices and adopt innovative teaching strategies, enhancing institutional effectiveness (Estrada & Dasig, 2025). Relational trust also remains a cornerstone of effective leadership, as people-centered approaches encourage creativity, morale, and professional security (Consortia Academia, 2025).

Transformational leadership has been consistently associated with higher levels of teacher motivation, as leaders articulate shared goals, model commitment, and provide individualized support (Garcia, 2021). Distributed leadership similarly promotes motivation by decentralizing authority and strengthening collective responsibility (Lopez, 2022). Servant leadership emphasizes empathy and teacher well-being, reducing burnout and sustaining motivation (Wu et al., 2024; Martinez, 2023). While transactional leadership primarily supports extrinsic motivation through

rewards and accountability, it contributes to organizational stability (Northouse, 2021; Nguyen, 2020). Visionary and participative leadership styles further enhance motivation by fostering purpose, autonomy, and shared responsibility (Santos, 2024; Reyes, 2021). Overall, adaptive leadership practices that balance instructional guidance, relational trust, and participation are essential for sustaining teacher motivation (Tan, 2025).

Instructional Support

Instructional support is a critical dimension of effective school leadership, directly influencing teachers' job satisfaction and performance. Research highlights that instructional leaders who focus on curriculum development, adaptive learning, and professional growth enhance teacher satisfaction more effectively than those engaged primarily in administrative tasks (Cadenas & Dioso, 2023). Leaders who combine instructional and participative leadership cultivate shared responsibility and improved classroom performance (Estrada & Dasig, 2025).

Qualitative studies emphasize that mentoring, reflective dialogue, and modeling best practices are central to instructional support, fostering collegiality and trust (Baldera, 2025). Opportunities for continuous professional development further strengthen instructional support and teacher satisfaction (OECD, 2020; Santos, 2022). Constructive and formative feedback rooted in classroom observations has been shown to enhance instructional quality while maintaining ethical and supportive supervision practices (Reyes, 2021).

Instructional support also functions as a strategic leadership tool when aligned with school improvement plans (Villanueva, 2023). Leaders who adapt instructional strategies to contextual constraints demonstrate empathy and responsiveness, strengthening morale and credibility (Cruz, 2020). Ethical supervision practices grounded in fairness and transparency further reinforce trust and commitment (Laguitao, 2025). Collaborative instructional cultures, including professional learning communities, enhance satisfaction and innovation (Mendoza, 2024). Research confirms that strong instructional leadership positively affects student outcomes by improving teacher performance and satisfaction (Dela Cruz et al., 2025).

School Culture and Climate

Leadership style significantly shapes school culture and climate through the establishment of values, norms, and communication practices. Participative and transformational leadership styles promote collegiality, trust, and shared decision-making, creating positive teaching and learning environments (Lugagay, 2025; Kilag et al., 2024). Ethical leadership further reinforces inclusive and supportive cultures (Plaku & Leka, 2025).

Transformational leadership enhances collective efficacy by empowering teachers and encouraging innovation (Garcia & Lopez, 2023; OECD, 2020). Participative leadership strengthens organizational commitment by fostering ownership and collaboration (Nguyen & Tran, 2021). Distributed leadership embeds leadership within daily school routines, supporting sustainability and innovation (Mendoza, 2021).

Ethical, instructional, relational, and data-informed leadership practices collectively contribute to positive school climates by promoting trust, accountability, empathy, and transparency (Rahman, 2020; Santos & Rivera, 2021; Chen & Wu, 2022; Alvarez, 2023). However, scholars caution that leadership effectiveness

depends on consistent implementation and alignment with institutional structures (Hernandez, 2025). Sustainable school culture requires continuity, relational trust, and evidence-based practices that endure beyond individual leadership tenures (Okafor, 2020).

Ethics and Integrity

Ethics and integrity are foundational to school leadership, as administrators' ethical practices directly influence trust, legitimacy, and professional conduct. Ethical leadership promotes inclusive, equitable, and safe environments while enhancing teacher morale and commitment (Laguitao, 2025; Lemana et al., 2024). Leaders who model fairness, transparency, and accountability create cultures of trust and responsibility that extend beyond compliance (Bedi et al., 2021).

Ethical leadership strengthens administrative competence and supports sound decision-making (Archuleta, 2025; Chik, 2020). Research links ethical leadership to higher teacher motivation and job satisfaction, emphasizing the need to integrate ethics into leadership development programs (Garcia, 2021). Transparency, accountability, and ethical governance enhance institutional credibility and resilience, particularly during crises (Villanueva, 2023; Mendoza, 2024; Reyes, 2021). Ethical leadership also supports inclusive policies aligned with global goals such as SDG 4 (Santos, 2022; Unterhalter et al., 2021).

Work Environment

The work environment significantly influences faculty job satisfaction, encompassing physical conditions, supervisory support, and psychosocial factors. Supportive and resource-rich environments improve morale and reduce burnout (Alferez, 2023). Collegiality, fairness, work-life balance, organizational justice, professional development, and institutional culture collectively enhance satisfaction and retention (Vacalares & Chavez, 2024; Kuok, 2022). Transformational leadership further strengthens positive perceptions of the work environment (Bautista, 2025).

Career Development and Professional Growth

Job satisfaction is closely linked to career advancement and professional development opportunities. Research consistently shows that structured training, mentoring, transparent promotion systems, and capacity-building initiatives enhance satisfaction and retention across diverse educational contexts (Dela Cruz et al., 2025; Pasturan, 2025; Zhang & Li, 2024). Investment in professional growth directly contributes to teaching quality and institutional success.

Interpersonal Relationships

Interpersonal relationships are essential to teacher satisfaction, influencing well-being, commitment, and institutional effectiveness (Cann et al., 2022). Studies show that collegial support, trust, communication, and collaborative cultures significantly enhance satisfaction and reduce stress (Kirimi et al., 2023; Galvez & Lugo, 2025; Santos & Villanueva, 2024). Positive interpersonal dynamics foster belonging, fairness, and professional resilience (Mendoza, 2022; Garcia, 2025).

Overall Job Satisfaction

Faculty job satisfaction is shaped by leadership style, organizational climate, professional development, compensation, autonomy, work-life balance, ethics, and institutional support systems (Singh & Annu, 2024). Transformational and ethical leadership practices consistently emerge as strong predictors of satisfaction,

commitment, and performance (Paredes-Saavedra et al., 2024; Lemana et al., 2024). Satisfied teachers contribute to improved student outcomes, institutional effectiveness, and sustainable educational success (Estrada & Dasig, 2025).

Theoretical Framework

This study is grounded in contemporary theories of leadership and motivation that provide insight into the influence of school leadership on faculty job satisfaction. The Perceived Transformational-Relational Leadership Model (PTRLM) emphasizes the importance of teachers' perceptions of leaders' empathy, inclusivity, and responsiveness in shaping motivation and job satisfaction. Self-Determination Theory (SDT) posits that autonomy, competence, and relatedness contribute significantly to teachers' intrinsic motivation and self-perception. Complexity Leadership Theory (CLT) conceptualizes leadership as an adaptive and collaborative process that integrates formal authority with innovation, shared leadership, and continuous learning in dynamic school environments. Collectively, these frameworks inform the study's investigation into the relationship between perceived supportive and autonomy-enhancing leadership at Suteetorn Primary School and teachers' job satisfaction, highlighting the central role of social context and perception in effective educational leadership.

The Perceived Transformational-Relational Leadership Model (PTRLM) underscores that workplace satisfaction is shaped not only by leaders' behaviors but also by how these behaviors are interpreted by followers. Faculty members' perceptions of empathy, inclusivity, and responsiveness are critical determinants of motivation and job satisfaction (Nguyen et al., 2021; Silva & Martins, 2023). This perspective supports the study's focus on teachers' perceptions of leadership practices rather than solely on formal leadership roles.

The framework also draws from Self-Determination Theory (SDT), particularly recent developments emphasizing autonomy support and relatedness in educational settings (Deci & Ryan, 2020; Chen et al., 2022). SDT asserts that leadership practices that nurture autonomy, competence, and interpersonal connection enhance intrinsic motivation, professional engagement, and overall well-being. In the school context, leadership that supports teachers' instructional autonomy and professional growth is expected to contribute positively to job satisfaction.

In addition, Complexity Leadership Theory (CLT) contributes an understanding of leadership as an emergent and adaptive process that balances formal authority with collaborative and innovative problem-solving (Marion & Uhl-Bien, 2020; Bolden & O'Regan, 2024). CLT suggests that in evolving school environments such as Suteetorn Primary School, leadership effectiveness depends on facilitating interaction, shared learning, and distributed leadership. These processes enhance faculty satisfaction and organizational performance by enabling responsiveness to change.

Together, these theories frame the study's inquiry into how perceived transformational and relational leadership behaviors of the school administrator relate to teachers' job satisfaction. The study examines whether faculty perceive leadership as supportive, motivating, inclusive, and autonomy-enhancing—qualities identified in recent literature as essential for sustaining teacher well-being and retention. This theoretical lens reinforces the view that leadership effectiveness is mediated by social context and individual interpretation, underscoring the need for culturally responsive and relationally attuned leadership approaches.

Research Questions

The purpose of this research was to look at the leadership style used at Suteetorn Primary School in Thailand, as well as the link between faculty members' evaluations of the school administrator's leadership style and work satisfaction throughout the 2025-2026 academic year. It specifically addressed the following questions on leadership practices:

1. What is the leadership style of the school administrator of Suteetorn Primary School as perceived by the faculty members?
2. What is the effect of the Leadership style of the school administrator in terms of:
 - 2.1. Teachers' Motivation,
 - 2.2. Instructional Support,
 - 2.3. School Culture and Climate, and
 - 2.4. Ethics and Integrity
3. What is the level of the faculty members' job satisfaction in terms of:
 - 3.1 Work Environment
 - 3.2 Career Development and Professional Growth
 - 3.3 Interpersonal Relationships
 - 3.4 Overall Job satisfaction
4. Is there a significant relationship between the effect of leadership style of school administration and faculty members' job satisfaction?
5. What program can be proposed based on the findings of the study?

Hypothesis

There is no significant relationship between the degree of leadership style of school administrators and faculty members' job satisfaction.

Scope and Delimitation

This study examined the leadership style of the school administrator at Suteetorn Primary School as perceived by faculty members. Specifically, the study focused on four key dimensions of leadership: teacher motivation, instructional support, school culture and climate, and ethical leadership and integrity. It also investigated the level of faculty job satisfaction and the extent to which the administrator's leadership style influenced teachers' professional satisfaction. Based on the findings, the researchers of this study sought to propose an evidence-based program intended to enhance school leadership practices and promote faculty well-being.

The study was limited to the teaching staff of Suteetorn Primary School during the designated period of data collection. Data were collected exclusively from faculty members, while non-teaching personnel, administrators, parents, and students were excluded from the study. Although the research was conducted within a single educational institution, the findings may provide practical insights relevant to similar school contexts seeking to strengthen leadership effectiveness and teacher satisfaction.

By concentrating on one school setting, the study provided a detailed and context-specific understanding of leadership dynamics within an actual educational

environment, thereby supporting the development of meaningful and actionable recommendations. In terms of demographic characteristics, approximately 90% of the faculty respondents were female, while 10% were male.

METHODOLOGY

Research Design

This study utilized a descriptive-correlational research design to examine the relationship between faculty members' perceptions of the school administrator's leadership style and their level of job satisfaction at Suteetorn Primary School. The descriptive component of the study aimed to identify and describe faculty perceptions regarding leadership practices and their corresponding levels of job satisfaction. The correlational component sought to determine whether a statistically significant relationship existed between leadership style and faculty job satisfaction.

A descriptive-correlational design is a non-experimental quantitative research approach used to describe existing conditions and examine the direction and strength of relationships between two or more variables without establishing cause-and-effect relationships. This research design is widely utilized in educational research because it allows researchers to investigate naturally occurring variables within real-world settings. According to Donald H. McBurney and Theresa L. White (2009), descriptive-correlational research is appropriate for studies that seek to measure relationships among variables while providing a detailed description of current conditions and perceptions within a specific population.

Locale of the Study

Suteetorn Kindergarten School is a private educational institution located in Nakhon Pathom. Established on May 17, 1973, the school is licensed by the Ministry of Education to provide pre-primary and primary education. Initially managed by Mrs. Kanlaya Suteetorn, the institution is currently administered by her daughters. The school serves more than 2,000 students from kindergarten to Grade 6, with each grade level divided into six sections. Grades 1 and 2 follow a mixed-ability grouping system, while Grades 3 to 6 are organized according to academic performance.

The school is recognized for its innovative instructional practices, strong extracurricular programs, and collaborative relationships among teachers, students, and parents. It operates under a two-semester academic calendar and promotes a family-oriented organizational culture. The institution also demonstrates relatively high teacher retention and low staff turnover, which may reflect positive workplace conditions and faculty satisfaction.

Suteetorn Kindergarten School was selected as the locale of the study because it provides a relevant educational setting for examining the relationship between school leadership style and teachers' job satisfaction. Its established organizational structure, diverse faculty population, and collaborative work environment offered appropriate conditions for investigating leadership practices within an actual educational context.

Participants

This study employed total enumeration sampling, wherein all teaching staff at Suteetorn Primary School were invited to participate in the research. This sampling approach was considered appropriate due to the relatively small and accessible population, allowing for a comprehensive examination of leadership practices and faculty job satisfaction within the school setting. The use of total enumeration also helped minimize sampling error and strengthen the validity and representativeness of the findings. The perspectives of all faculty members were considered essential in understanding the leadership dynamics operating within the institution.

At the beginning of the 2025 academic year, Suteetorn School had a total of 87 active teachers across the kindergarten and Grade 1 to Grade 6 levels. Of these, 72 teachers participated in the study, excluding the researcher, who was also a faculty member of the institution. Additionally, six teachers who were not included in the final sample participated in the pilot testing of the research instruments to assess the clarity, reliability, and appropriateness of the questionnaire prior to the actual data collection process.

Instruments of the Study

Three researcher-developed questionnaires utilizing a five-point Likert scale were employed to collect data from faculty members at Suteetorn Primary School. The instruments were designed to measure leadership practices, the effects of leadership style, and faculty job satisfaction.

The first instrument, entitled *Suteetorn School Leadership Practices Survey*, consisted of 20 items that assessed the extent to which leadership practices were demonstrated by the school administrator. Responses were rated on a scale ranging from 1 (Not Demonstrated) to 5 (Strongly Demonstrated).

The second instrument, entitled *Effect of the Leadership Style of Suteetorn School Administration*, included 20 items that measured leadership behaviors related to teacher motivation, instructional support, school culture and climate, and ethical leadership and integrity. Responses ranged from 1 (Never) to 5 (Always).

The third instrument, entitled *Job Satisfaction on Teaching at Suteetorn School*, comprised 20 items assessing work environment, career development and professional growth, interpersonal relationships, and overall job satisfaction. Responses were rated from 1 (Very Dissatisfied) to 5 (Very Satisfied).

All research instruments were reviewed by the research adviser and translated into Thai to ensure clarity and accessibility for the respondents. The questionnaires were further validated by subject experts to establish content validity and language equivalence. A pilot test involving six teachers who were not included in the final sample was conducted to assess the clarity, reliability, and appropriateness of the instruments prior to the actual data collection process.

The collected data were analyzed using descriptive statistics and Pearson's correlation coefficient to determine the relationship between leadership style and

faculty job satisfaction. The findings served as the basis for proposing an evidence-based leadership development program.

Data Gathering Procedure

The following procedures were undertaken to ensure reliable and valid data collection for the study.

First, the research problem examining the relationship between leadership style and faculty job satisfaction at Suteetorn Primary School during the 2025–2026 academic year was formulated and presented to the research panel for approval during the title defense. Upon approval of the research proposal, permission to conduct the study was secured from the school director.

Following approval, the researcher developed the survey questionnaires based on the objectives of the study. The instruments were reviewed and refined according to the recommendations of the research adviser. To ensure respondent comprehension, the questionnaires were translated into Thai and subsequently validated by subject experts to establish content validity and language equivalence. A pilot test involving selected faculty members who were not included in the final sample was conducted to assess the clarity, reliability, and appropriateness of the instruments.

The finalized questionnaires were administered to the teaching staff of Suteetorn Primary School through Google Forms. The researcher personally supervised the data collection process to ensure the completeness, accuracy, and confidentiality of the responses.

After data collection, the responses were compiled, organized, and statistically analyzed using appropriate statistical tools. The findings were interpreted and documented in accordance with the objectives of the study. Revisions were made in consultation with the research adviser, and the completed manuscript was submitted for evaluation. All recommendations and corrections were incorporated prior to the final submission of the study.

Data Analysis

Research Question 1

What is the leadership style of the school administrator as perceived by the faculty members?

To answer this question, the weighted mean was utilized to determine the extent to which the different leadership styles—autocratic, bureaucratic, democratic, laissez-faire, and transformational—were demonstrated by the school administrator as perceived by the faculty members. The computed mean scores were interpreted using the five-point Likert scale descriptors to identify the degree to which each leadership style was manifested.

Research Question 2

What is the effect of the leadership style of the school administrator in terms of teachers' motivation, instructional support, school culture and climate, and ethics and integrity?

The weighted mean was likewise employed to assess the extent of the administrator's leadership influence on teachers' motivation, instructional support, school culture and climate, and ethics and integrity. The resulting mean scores were interpreted based on the corresponding five-point Likert scale descriptors to determine the degree of effect in each dimension.

Research Question 3

What is the level of faculty members' job satisfaction?

To determine the level of faculty members' job satisfaction in terms of work environment, career development and professional growth, interpersonal relationships, and overall job satisfaction, the weighted mean was utilized. The computed values were interpreted according to the prescribed Likert scale descriptors to identify the level of satisfaction across the identified dimensions.

Research Question 4

Is there a significant relationship between the effect of leadership style of school administration and faculty members' job satisfaction?

The Pearson Product–Moment Correlation Coefficient (Pearson r) was employed to determine the degree and significance of the relationship between the leadership style of school administration and the different dimensions of faculty members' job satisfaction. In addition, the coefficient of determination (r^2) was computed to determine the proportion of variance in faculty job satisfaction that could be explained by leadership style.

Ethical Considerations

The researchers of this study affirm that the research was conducted in full compliance with established ethical standards for studies involving human participants. Ethical clearance was obtained from the FEU Roosevelt Institutional Research Ethics Board prior to the conduct of data collection. Informed consent was secured from all respondents, who were clearly informed of the purpose of the study, the voluntary nature of their participation, and their right to withdraw from the study at any stage without penalty.

The anonymity, confidentiality, and privacy of the respondents were strictly maintained throughout the research process. All collected data were handled in accordance with applicable data privacy regulations and were used solely for academic and research purposes. The well-being, rights, and dignity of the participants were safeguarded at all times during the conduct of the study.

The researchers further declare that no conflict of interest existed in the implementation of the study. Academic integrity was upheld through the strict avoidance of plagiarism, proper acknowledgment of sources, and the objective interpretation and presentation of findings to minimize researcher bias. Digital tools were utilized responsibly to support the research process without compromising the integrity, originality, accountability, or credibility of the study.

RESULTS

Table 1		
Autocratic Leadership	WM	VI
1. School decisions are usually made by leadership with minimal staff input.	3.47	D
2. The school administrator maintains close oversight of school operations and activities.	4.71	SD
3. There is a scarcity of opportunities for staff participation in the development of the school policies	4.36	SD
4. The school administrator prioritizes discipline and authority over collaboration.	3.81	D
Composite Mean	4.09	D
Bureaucratic Leadership		
5. Rules and procedures are strictly followed in school operations.	4.61	SD
6. Written policies and guidelines play a strong role in shaping school practices.	4.64	SD
7. Teachers have an excessive workload beyond their teaching responsibilities.	3.15	MD
8. Decision-making processes typically reflect hierarchical structures.	3.81	D
Composite Mean	4.05	D
Democratic Leadership		
9. Teachers and staff are encouraged to contribute ideas before decisions are made.	4.18	D
10. The school administrator values collaboration in solving school challenges.	4.56	SD
11. Opportunities exist for open discussion before implementing initiatives.	4.19	D
12. The school administrator promotes teamwork and mutual respect among colleagues.	4.63	SD
Composite Mean	4.39	SD
Laissez-Faire Leadership		
13. Teachers have considerable freedom in how they manage their classrooms.	4.08	D
14. Staff are expected to solve problems independently with minimal guidance.	4.11	D
15. There is little direct supervision or monitoring of teacher performance.	4.11	D
16. Staff have the flexibility to apply their own approaches to teaching and programs.	4.10	D
Composite Mean	4.10	D
Transformational Leadership		
17. The school administrator inspires teachers with a clear vision for the school's future.	4.64	SD
18. Staff are encouraged to work toward high levels of performance.	4.56	SD
19. The school administrator demonstrates personal commitment to improving the school.	4.49	SD
20. Teachers feel empowered to grow and contribute to positive change.	4.40	SD
Composite Mean	4.52	SD
Over-All Mean	4.23	SD

Leadership Style of the Administrator of Suteetorn Primary School

Legend: 5(4.21-5.00) – Strongly Demonstrated (SD), 4(3.41-4.20) – Demonstrated (D), 3(2.61-3.40) Moderately Demonstrated (MD), 2(1.81-2.60) - Slightly Demonstrated (SD), 1(1.00-1.80)-Not Demonstrated (ND)

Table 2		
Teachers' Motivation	WM	VI
1. The school administrator encourages teachers to take initiative in their professional tasks.	4.6	A
2. Teachers are motivated to set and pursue professional goals.	4.53	A
3. The school administrator supports teachers in finding purpose and fulfillment in their roles.	4.61	A
4. The school administrator acknowledges and celebrates teachers' efforts and achievements	4.6	A
5. The school fosters an environment where teachers are enthusiastic about their work	4.68	A
Composite Mean	4.6	A
Instructional Support		
6. Teachers receive adequate support in planning effective lessons.	4.53	A
7. The school administrator ensures that teachers have access to appropriate teaching resources.	4.42	A
8. The school administrator organizes relevant and timely professional development for staff.	4.39	A
9. Teachers are given constructive feedback to improve their instructional practices.	4.42	A
10. School administrators involve teachers in analyzing and formulating the school development plan.	3.88	O
Composite Mean	4.33	A
School Culture and Climate		
11. The school administrator promotes a culture of mutual respect among staff.	4.68	A
12. A sense of teamwork and collaboration is evident across departments.	4.69	A
13. The school administrator fosters a school environment that supports teachers' professional growth.	4.56	A
14. Teachers feel safe expressing their ideas and concerns to the leadership team.	4.15	O
15. The school administrator actively builds a positive and inclusive workplace atmosphere.	4.38	A
Composite Mean	4.49	A
Ethical Leadership and Integrity		
16. The school administrator demonstrates fairness and impartiality in decision-making.	4.22	A
17. The school administrator consistently models professional and ethical behavior.	4.76	A
18. School policies are applied with transparency and accountability.	4.72	A
19. Teachers trust the school administrator to act with integrity.	4.69	A
20. The school administrator holds themselves and others accountable to high ethical standards.	4.69	A
Composite Mean	4.62	A
Over-All Mean	4.51	A

Legend: 5(4.21-5.00) - Always (A), 4(3.41-4.20) – Often (O), 3(2.61-3.40)- Sometimes (S), 2(1.81-2.60)- Rarely (R), 1(1.00-1.80)-Never (N)

Table 3		
Work Environment	WM	VI
1. The physical classroom conditions are comfortable and conducive to teaching.	4.39	VS
2. The school provides sufficient teaching resources and materials.	4.46	VS
3. The school environment supports safety and well-being.	4.57	VS
4. I have a manageable workload and reasonable teaching hours.	4.43	VS
5. I am satisfied with the school's administrative systems and procedures.	4.31	VS
6. I receive adequate support to handle student behavioral and academic challenges.	4.42	VS
Composite Mean	4.43	VS
Career Development and Professional Growth		
7. The school provides opportunities for meaningful professional development.	4.44	VS
8. I have opportunities to grow in my teaching profession at this school.	4.24	VS
9. The school encourages innovation and the use of new teaching methods.	4.5	VS
10. I receive recognition for good performance and achievements.	4.51	VS
11. I am satisfied with the feedback and evaluation process regarding my teaching performance.	4.49	VS
Composite Mean	4.44	VS
Interpersonal Relationships		
12. I have positive and respectful relationships with my colleagues.	4.63	VS
13. There is good collaboration and teamwork among the teaching staff.	4.65	VS
14. Communication with school leaders is open and constructive.	4.39	VS
15. I feel supported by the school leadership in times of need.	4.47	VS
16. The school community values and respects me as a professional.	4.33	VS
Composite Mean	4.49	VS
Overall, Job Satisfaction		
17. I am satisfied with the overall culture and values promoted by the school.	4.33	VS
18. I feel a strong sense of belonging at Suteetorn School.	4.49	VS
19. I feel motivated to continue teaching at this school.	4.56	VS
20. Overall, I am satisfied with my job as a teacher at Suteetorn School.	4.63	VS
Composite Mean	4.5	VS
Overall Mean	4.46	VS

Legend: 5(4.21-5.00) - Very Satisfied (VS), 4(3.41-4.20) – Satisfied (S),
3(2.61-3.40)- Neutral (N), 2(1.81-2.60)- Dissatisfied (D), 1(1.00-1.80)-Very Dissatisfied (VD)

DISCUSSION

Research Question 1: Leadership Style of the School Administrator (Table 1)

The findings indicate that the leadership style of the school administrator at Suteetorn Primary School is multidimensional in nature. Among the identified leadership styles, transformational leadership obtained the highest mean score ($\bar{x} = 4.52$), followed by democratic leadership ($\bar{x} = 4.39$), both verbally interpreted as *Strongly Demonstrated*. Meanwhile, laissez-faire leadership ($\bar{x} = 4.10$), autocratic leadership ($\bar{x} = 4.09$), and bureaucratic leadership ($\bar{x} = 4.05$) were interpreted as *Demonstrated*. These findings indicate the presence of structure, authority, and procedural control alongside participative, collaborative, and inspirational leadership practices.

The results suggest that the school administrator adopts an adaptive and balanced leadership approach that combines authority and organizational regulation with collaboration, empowerment, and shared vision. Existing literature supports the finding that democratic and transformational leadership styles are positively associated with teacher motivation, professional growth, organizational commitment, and a positive school culture, while autocratic and bureaucratic leadership practices contribute to institutional stability, accountability, and operational efficiency (Parveen, 2022; Şahingöz, 2025).

Research Question 2: Effect of Leadership Style (Table 2)

The leadership style of the school administrator demonstrated a Very High effect across all four domains examined:

- Teachers' Motivation ($\bar{x} = 4.60$)
- Instructional Support ($\bar{x} = 4.33$)
- School Culture and Climate ($\bar{x} = 4.49$)
- Ethics and Integrity ($\bar{x} = 4.62$)

The overall mean of 4.51 (Very High) indicates that leadership practices consistently promote teacher enthusiasm, instructional effectiveness, collaboration, inclusivity, and ethical conduct. These findings align with transformational leadership theory, which emphasizes motivation, instructional guidance, ethical modeling, and supportive school climates as key drivers of teacher satisfaction and performance (Hardianto et al., 2025; Tosun & Bostancı, 2024).

Research Question 3: Level of Faculty Job Satisfaction (Table 3)

Faculty members reported a Very High level of job satisfaction across all dimensions:

- Work Environment ($\bar{x} = 4.43$)
- Career Development and Professional Growth ($\bar{x} = 4.44$)
- Interpersonal Relationships ($\bar{x} = 4.49$)
- Overall Job Satisfaction ($\bar{x} = 4.50$)

The overall mean of 4.46 (Very Satisfied) reflects a positive and supportive professional environment. Teachers expressed satisfaction with resources, workload, leadership support, professional development opportunities, collegial relationships, and school culture. These findings are consistent with literature identifying supportive

leadership, professional growth, and healthy interpersonal relationships as key predictors of teacher satisfaction and retention (OECD, 2019; Tria, 2023).

Research Question 4: Relationship Between Leadership Style and Job Satisfaction

Pearson correlation analysis revealed a strong and statistically significant relationship between leadership style and faculty job satisfaction. Correlation coefficients ranged from $r = 0.607$ to $r = 0.866$, with all p -values at 0.001, leading to the rejection of the null hypothesis.

The strongest relationships were observed between:

- Instructional Support and Interpersonal Relationships ($r = 0.866$)
- Teachers' Motivation and Career Development ($r = 0.736$)
- Ethical Leadership and Overall Job Satisfaction ($r = 0.760$)

The overall relationship between leadership style and job satisfaction yielded a very high correlation ($r = 0.846$), confirming that effective, ethical, and supportive leadership significantly enhances teacher satisfaction. These results support prior research emphasizing the critical role of transformational, democratic, and ethical leadership in improving teacher morale, commitment, and school effectiveness (Angwaomadoko, 2023; Neves et al., 2024).

Research Question 5: Proposed Program

Proposed Program Title

Empowered: Enhancing Teacher Well-being and Leadership Through Balanced Workload and Shared Governance

Program Summary

Based on the study findings, the proposed program addresses identified concerns related to moderate workload pressure, limited shared governance, and the need for balanced leadership practices. The program aims to strengthen teacher well-being, enhance participatory decision-making, and sustain effective leadership through targeted interventions and continuous evaluation.

Key Program Focus Areas

1. Workload Management – Reduce excessive teacher burden through monitoring and task redistribution.
2. Shared Governance – Increase faculty participation in school decision-making.
3. Balanced Leadership – Strengthen democratic and transformational leadership practices.
4. Targeted Interventions – Develop evidence-based action plans addressing leadership and workload gaps.
5. Ongoing Evaluation – Implement continuous monitoring and longitudinal assessment mechanisms.

The program is supported by an administrative implementation plan aligned with leadership responsibilities and school governance structures, ensuring sustainability and institutional impact.

Summary and findings

The findings show that the school administrator practices a balanced leadership style that combines structure with collaboration and teacher empowerment. While autocratic and bureaucratic elements provide stability and control, democratic and transformational practices are more dominant, promoting motivation, professional growth, and a positive school culture. However, concerns related to workload and limited shared governance remain.

Teacher job satisfaction is strongly influenced by leadership practices, particularly instructional support, school culture, and ethical leadership. Statistical results reveal a significant positive relationship between leadership style and faculty job satisfaction across all dimensions.

Based on these findings, the proposed program “*Empowered: Enhancing Teacher Well-being and Leadership Through Balanced Workload and Shared Governance*” aims to improve workload management, strengthen shared governance, and enhance leadership effectiveness to sustain teacher satisfaction and school success.

Conclusions

This study examined the leadership style at Suteetorn Primary School and its relationship with faculty job satisfaction during the 2025–2026 academic year. Findings indicate that the school administrator employs a balanced leadership approach that combines structure and accountability with collaboration and teacher empowerment. While this approach supports professional growth and a positive school environment, improvements in workload management and shared governance are needed.

Results further confirm that transformational, instructional, and ethical leadership practices play a vital role in enhancing teacher motivation, performance, and job satisfaction. A strong and significant positive relationship was found between effective leadership—particularly instructional support and school culture—and faculty job satisfaction.

Based on these findings, the proposed “*Empowered*” program offers a sustainable framework to address workload concerns, strengthen shared governance, and enhance leadership effectiveness, thereby promoting long-term teacher well-being and school success.

Recommendations

Based on the findings of this study, several implications for school leadership practice at Suteetorn Primary School are identified.

First, school administrators should strengthen democratic and participative leadership practices by involving teachers in curriculum planning, policy development, and school improvement initiatives. Increased shared governance can enhance teacher ownership, trust, and collaboration.

Second, workload management strategies should be implemented to address indicators of excessive teacher workload. Clear task allocation policies, administrative support, and improved scheduling may help reduce stress and improve teacher well-being and job satisfaction.

Third, schools should sustain continuous professional development programs that focus on instructional leadership, classroom management, and emerging

educational practices. These initiatives support teacher competence, motivation, and alignment with institutional goals.

Fourth, administrators should promote a positive and inclusive school culture characterized by open communication, mutual respect, and collaboration. Mentoring, team-building activities, and recognition systems can strengthen interpersonal relationships and morale.

Fifth, school leaders should consistently model ethical and transformational leadership, emphasizing integrity, fairness, and vision-driven guidance to build trust, enhance motivation, and sustain long-term teacher engagement.

Finally, it is recommended that the school adopt and implement the proposed program, *“Empowered: Enhancing Teacher Well-being and Leadership Through Balanced Workload and Shared Governance.”* The program directly responds to the study’s findings and offers a structured, evidence-based approach to improving leadership effectiveness and teacher job satisfaction through gradual and sustainable integration.

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