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The Mediating Effect of Job Satisfaction on the Relationship between Transformational Leadership and Organizational Performance

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ABSTRACT

This research studied how job satisfaction as a mediating factor affects the connection between transformational leadership and organizational performance among public school teachers in the Department of Education Division of Davao Occidental in the Philippines. The results showed that all respondents maintained high levels of transformational leadership together with job satisfaction and organizational performance throughout the study. The study found that transformational leadership directly affected both job satisfaction and organizational performance. The study found that job satisfaction served as an essential factor which completely mediated the link between transformational leadership and organizational performance. The study showed that job satisfaction explained 78 percent of transformational leadership's effect on organizational performance which proved to be the main mediating factor of the relationship. The theoretical study validated a significant mediation effect, emphasizing the essential function of job satisfaction in enhancing the relationship between transformational leadership and organizational performance.

INTRODUCTION

The relationship between expert teachers and their ability to create successful students establishes their essential position in education, while the negative effects of poor teacher performance in schools must be counted as a serious issue (Ganga *et al.*, 2019). Research shows that teacher performance directly affects student success, which makes this matter essential because it requires immediate action. The study conducted in the Philippines discovered four main factors which impact teacher performance in organizations: civil status, educational attainment, local seminar participation and academic performance (Abarro, 2018; Batuigas *et al.*, 2022). The process of identifying these particular elements holds critical importance for improving educational standards because teacher competency directly affects student academic progress. The dedicated initiatives that focus on developing teacher capabilities in these particular skills will create a powerful change that establishes a positive educational environment that supports students' educational success.

Organizational performance will evaluate three areas which include employee productivity, staff satisfaction and customer satisfaction. Performance must therefore be the organization's main criterion for evaluating its activities. This task serves as one of the fundamental responsibilities which all managers must complete in multiple business organizations. Through organizational performance reviews, businesses can assess their current employees' skills and strengths, while these evaluations also help them find areas where they need to boost their performance (Asuah-Duodu *et al.*, 2019). Empirical evidence consistently demonstrates a robust

association between transformational leadership and organizational performance. Prior studies further indicated that transformational leadership and job satisfaction is mediated by follower gender, with stronger effects observed among female employees. These findings underscore the pivotal role of job satisfaction as a key mechanism for enhancing organizational performance (Abelha *et al.*, 2018; Arif & Akram, 2018; Omah & Obiekwe, 2019).

Extensive literature on organizational performance has been conducted to identify the factors that affect organizational performance; however, it is unclear if these variables are certain to understand this kind of phenomenon. Previous studies have suggested that transformational leadership can provide good organizational performance (Nguyen *et al.*, 2023). Leaders can impact a company's performance both directly and indirectly by creating a conducive work environment that shapes the attitudes and behaviors of individuals toward achieving specific organizational goals. Thus, the researcher of this inquiry believes that transformational leadership is not the only reason for boosting employees' organizational performance. This is a gap that needs to be addressed to know more about factors that influence teachers' performance, specifically in the local context of Davao Occidental, using public teachers as respondents. Thus, this study examines whether good transformational leadership can bring about effective organizational performance by employing job satisfaction as a mediating variable.

Research Objectives

The main objective of this study is to determine the mediating effect of job satisfaction on the relationship

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between transformational leadership and organizational performance. In addition, this sought to: ascertain the effect of transformational leadership in terms of idealized attributes, idealized behaviour, inspirational motivation, intellectual stimulation, and individualized consideration; assess the effect of organizational performance in terms of communication, leadership; supervision; and motivation; evaluate the level of job satisfaction in terms of: job security, work environment, job responsibilities, and community attachments; determine the significant relationship between transformational leadership and organizational performance, transformational leadership and job satisfaction; and job satisfaction and organizational performance; and determine the mediating effect of job satisfaction on the relationship between transformational leadership and organizational performance.

Null Hypotheses

The following null hypotheses were examined at the 0.05 level of significance: job satisfaction has no mediating effect on the relationship between transformational leadership and organizational performance; transformational leadership and job satisfaction; and transformational leadership and organizational performance do not significantly correlate.

LITERATURE REVIEW

This section offered relevant literature and studies that readers will learn about the study's variables. First, the transformational leadership questionnaire from Purwanto *et al.* (2021). Idealized traits, behavior, inspiration, intellectual emulation, and individualized concern are its indicators. The Pañares & Calubag (2023) Job Satisfaction Questionnaire is the second variable. Job security, work environment, job responsibilities, and community affiliations are indicators. Organizational Performance (Winnie, 2018) is the third variable. Communication, leadership, supervision, and motivation are indicators.

Transformational Leadership

In transformational leadership, a leader needs to have idealized attribute. Research showed that transformational leadership shows a strong and positive link with the mediating factor of intrinsic motivation and with employees' work performance. Moreover, transformational leadership is the attitude perceived by the social environment that has the ability to inspire followers to go the extra mile in their job. Followers would reflect on their leader's impact, personal assurance, belief in others, reliability, and moral standards. Moreover, idealized behavior is also necessary in transformational leadership, relating to the leader's expression of charismatic qualities. This covers a leader's ethical values, beliefs, and outlook, along with their selfless actions and shared vision. It is also a style of leadership that inspires followers to identify with the leader and to emulate their example (Al-Khazaleh *et al.*, 2022; Credé, *et al.*, 2019; Crucke *et al.*, 2022; Khan *et al.*, 2020; Siswadhi, 2023).

Additionally, transformational leadership is pertained to inspirational motivation. It is the growth of vision and positive beliefs. A leader sets an example, inspires a dream, boosts and works industriously, and communicates crucial objectives. It also involves encouraging employees to strive for something beyond their individual. Besides, individualized consideration is also a key to transformational leadership. It requires leaders to influence followers to achieve a goal. He should demonstrate genuine concern for his followers' aspirations for growth and success. This reflects the degree to which a leader attends to the needs and concerns of their team, offering support at both the social and emotional levels goals (Addo & Baah, 2019; Credé *et al.*, 2019; Namahe & Baba, 2020; Siswadhi, 2023).

Specifically, transformational leadership is covered of four indicators that contribute to the process through which effective and positive leadership is achieved. It forms helpful and valuable changes by improving their motivation, drive, and performance. Similarly, transformational leadership develops self-efficacy, it also supports the change of identity. Leaders focus on nurturing employees' values, motivation, and ethics as their skills grow. This approach also enables leaders to inspire followers to exceed expectations, moving beyond a purely transactional, mutually beneficial exchange (Ferozi & Chang, 2021; Herminingsih, 2020; Ismail & Mydin, 2019; Khan *et al.*, 2022; Mohd & Arshad, 2019; Tian *et al.*, 2019).

Job Satisfaction

How content a teacher is with her or his work strongly shapes the quality of the lessons he or she delivers, since the teacher is the only direct guide who teaches students. In cases where educators experience fulfillment in their roles, they tend to put more energy and care into helping every learner succeed—not just by explaining concepts, but by giving extra support where it's needed. The process of satisfying students results in improved academic performance which benefits their entire learning experience. Teachers who are happy in their jobs show more enthusiasm and better teaching results than their less happy counterparts. Many educators who leave the profession cite dissatisfaction with their current school as a major reason for moving on according to research from Federičová 2020 Hoque *et al.* 2023 and Knigama *et al.* (2018). The level of happiness that instructors experience at work together with their general health determines educational results because teaching represents the fundamental element of educational processes. Teachers experience high job satisfaction because of factors that include their self-efficacy skills, chances for career advancement, student conduct, and existence of beneficial workplace conditions. The combination of these elements establishes an environment that promotes health at work, which enables teachers and students to succeed while increasing participation from all educational stakeholders, including teachers, students, and parents. Research findings demonstrate that there exists a definite

important relationship between teachers' job satisfaction and their interest in professional development activities which focus on helping students with diverse needs and special requirements (Ortan *et al.*, 2021; Smet, 2021).

Besides, self-fulfillment still accounts for how the teacher feels about their job, which means school leaders and policymakers should continue to treat it as one of the priorities. On the other hand, a salary or income level may become a potential factor that would lead teachers to be dissatisfied if the problem is ignored. Usually, teachers who are satisfied with their work manage to do their job with more enthusiasm and thus, their burnout is very minimal. Getting to know the factors that shape teachers satisfaction from within the school environment is a matter of priority especially at this moment when the changes in school administration globally are happening at a rapid pace and there are worries about dissatisfaction in the teaching profession (Anastasiou & Belios, 2020; Glaveli *et al.*, 2023; Toropova *et al.*, 2021).

A thorough examination of educational literature reveals that several facets condition teachers' experiences; these include their remuneration and career progression options, opportunities for professional development and collegial relationships, and the attributes of principal, teacher rapport, together with the quantity and difficulty of work, student discipline, and the quality of the response were the key determinants of teacher job satisfaction. Job satisfaction in teaching was associated with school leadership, personal development, and career advancement. Assignments, teacher support, and student discipline dictated the job satisfaction of instructors to a great extent (Sims, 2019).

Organizational Performance

Organizational performance encompasses financial, product market, and shareholder return aspects. This comprehensive measure sees enhancements through a commitment to, and actual occurrence of, training and development initiatives, coupled with rewarding top performance. Despite being perceived as costly, training holds a significant positive correlation with organizational performance. These studies collectively highlight the pivotal role of investment in training and development strategies in fostering organizational success across various performance domains (Abed *et al.*, 2021; Kachisiemelum, 2021; Soelton *et al.*, 2021).

Moreover, organizational performance needs to have highly skillful and knowledgeable staff. Also, an employee reflects on his/her perception of how successful his/her organization is in meeting goals. However, there is no consensus in the literature on which ideals to use to measure performance. Despite its importance, few researchers have sought to know the facilities desired outcomes when it comes to performance. Leadership offered within the organization is improving organizational performance (Jangsiriwattana, 2019; Jelaca *et al.*, 2020; Rehman *et al.*, 2019; Woko, 2022; Zou *et al.*, 2019).

Also, organizational performance acquires and processes properly human, financial, and physical resources to

achieve organization's goal. It is affected by internal factors (specific things for one organization alone) and external factors can be the same for all. Contentiously, organizational performance can be theorized given on its complexity and multidimensionality. Studies have shown strategic leadership which is important for organizational performance. Yet, it is contested due to possible mediating impact of the external environment and organizational change respectively (Albloush *et al.*, 2019; Chukuigwe, 2018; Jaleha & Machuki, 2018; Khalaf *et al.*, 2019; Le *et al.*, 2022; Mafundu & Mafini, 2019).

In fact, in developing the organizational performance, organizational elements such as strategic orientation, culture, and commitment are highly important. Therefore, administrations should give the same level of consideration to internal factors as they do to external influences like the economy, customers, and competitors. More specifically, performance is shaped by internal factors that lie within the organization's control (Ahmed *et al.*, 2018; Karnsombee, 2021; Mehralian & Khazae, 2022).

Furthermore, organizational performance plays a major role in organizations that face complex competition. Hard work is very necessary in achieving this. The achievement of an organization is taken from their outstanding performances particularly trainings and development of organizational performance. Research found out that conducting trainings have substantial result on organizational performance and to make it operative and efficient, management must hold more precision of ideas before collaborating it (Abdul *et al.*, 2022; Abusweilem & Abualoush, 2019; Ali *et al.*, 2023; Alkhazali *et al.*, 2020; Casalino & Zuchowski, 2020; Soltani & Amanat, 2018).

Organizational performance is important in all organizations, including profit-making ones. Management control system (MCS) and organizational skills boost it. A new study argues that MCS and organizational performance should be examined in emerging countries. Job happiness also affects worker performance. These fundamentals affect how safe people feel at work. Happy workers work harder, follow directions better, and take care of themselves and others. Job satisfaction and motivation theory are linked. Talking about job satisfaction always involves duties. These are written tasks about staff duties, morale, and ethics. Schools and other institutions must design a clear and consistent curriculum, periodically verify teaching quality, track student progress, involve parents, review and update policies, manage the budget responsibly, hire and support staff, and maintain buildings. Research demonstrates that when people are happy, the whole organization performs better (Alshurideh *et al.*, 2022; Dowd, 2018; Dziuba *et al.*, 2020; Murad, 2018; Palomo *et al.*, 2019; Rehman *et al.*, 2019; Zelen & Rapina, 2022).

MATERIALS AND METHODS

This section contained data from the research respondents, materials, instruments, and the design and procedure. The researcher had determined the population size before collecting the sample.

Research Respondents

This research work narrowed its scope to primary school teachers working in the public sector. More specifically, it targeted those teachers who are in full, time positions at Malita East and South Districts, in the Davao Occidental Division of the Philippines who were told to withdraw anytime if they find the study contradictory to their beliefs and religion and the like. Other types of teachers such as high school teachers, substitute teachers, and staff were excluded from the study. The school year 2019, 2020 records indicate that there were 3, 249 public school educators in the Davao Occidental Division. To be precise, there were 344 respondents collected in the study in September 2020 which were set by Raosoft, an online sample size calculator, as the optimal sample size. Therefore, the selection of the sample was very important in the research endeavor as it made up a representative subset of the whole population. Therefore, a stratified random sampling method was employed. It is a methodology that first involves dividing “the whole population into different and homogeneous groups or strata according to specific demographic factors such as sex, age, religion, socioeconomic status, education, and diagnosis, among others” (Elfil & Negida, 2017).

Materials and Instrument

The paper resorted to a quantitatively written descriptive, correlation type of non, experimental research. Vanderstoep & Johnston (2015) stated that descriptive research is concerned with presenting the attitudes and behaviours that were seen in the research, whereas correlational research indicates the statistical relationships between the considered variables. Sirisilla (2023) pointed out that descriptive research is an effective method to learn about particular groups or events, on the other hand, correlational studies analyze the associations between variables without a direct influence of the experimenter, thus revealing both the magnitude and the direction of these associations (Bhandari, 2021).

Hence, intervention experiments were carried out to determine the interrelationships of the three possible elements in the research. Moreover, the paper checked the mediator, criterion as well as the predictor, mediator relationships following the prescription of Baron & Kenny (1986). The mediator variable was thus used to explain the parts of the variance of the dependent variable that are accounted for by the independent variables. As a model of intervention, mediation supposed changing the outcome variable rather than the reverse. Hence, the mediation model focused on the analysis of the relationships between the dependent variable, independent variable, and mediator variable.

A survey questionnaire that had been modified was the study's instrument, which originally consisted of three variables: Transformational Leadership (Bass & Avolio, 1996), Organizational Performance (derived from Winnie, 2018), and Job Satisfaction (adapted from Romero & Bantigue, 2017). Each respondent was given

a 5, point Likert scale to respond to the questionnaire, and standards were set to interpret the overall variable scores that categorize descriptive levels from very high to deficient based on means.

Furthermore, the surveys were subjected to validity and reliability studies of their content to ensure measurement accuracy. The instruments were examined and confirmed by external experts from a social research and statistics background and received a ‘very good’ rating. Suggestions for minor changes in the questionnaire content were given. A pilot test verified the questionnaires’ reliability for forty participants before the main survey. After that, the questionnaires were tested for internal consistency using Cronbachs alpha. The obtained values of Cronbach’s alpha were .91 in transformational leadership, .89 in organizational performance, and .90 in job satisfaction indicated high validity and very high instrument reliability (Barbera *et al.*, 2020).

Design and Procedure

This investigation made use of a descriptive-correlational research strategy. The correlational strategy was used to describe and explain the extent to which multiple variables are associated within the same group and across different levels of analysis. This non, experimental method was also concerned with discussing the connection between factors without altering variables. It determined the strength and direction of associations through correlation coefficients, which could either be positive or negative, as per Devi *et al.* (2023).

Moreover, intervention testing was done in order to examine the relationships between three factors. The research aimed to uncover relationships between the predictor and mediator factors as well as between the mediator and criterion variables. A simple mediation model split the association between predictor and outcome into different components, suggesting complete mediation, i.e., there is no longer an association between the two sets of data in the model after the strong influence of the mediating variable. Partial mediation was recognized when the mediator to some extent clarified the relationships between variables (Baron & Kenny, 1986). Besides, mediation analysis was based on temporal precedence, the underlying assumption being those changes in exposure lead to changes in the mediator and changes in the mediator lead to changes in the outcome. Causal mediation analysis was preferred for models that necessitated causal effect estimates, thus differentiating it from traditional mediation analysis (Rijnhart *et al.*, 2021). In addition, path analysis was used on the data to test the theoretically derived relationships between the observed variables. It is different from structural equation modeling (SEM) in that path analysis only uses observed variables and looks at the relative importance of the factors.

During the research, the distribution and collection of survey questionnaires to the respondents were strictly regulated through specific protocols that needed approval from the educational authorities. The questionnaires

were initially tested for reliability and content validity through external validators who thereby confirmed their accuracy and suitability. Besides that, a pilot study of 40 respondents was used as the instrument of questionnaire reliability via Cronbachs alpha which indicated that the questionnaires for transformational leadership (.91), organizational performance (.89), and job satisfaction (.90) were very valid and reliable (Barbera *et al.*, 2020). Besides that, this study was aligned with the requirements of UMERC and the ethics standards were met via Protocol No. 2021, 197. These rules acted as a guide, orienting the whole research undertaking in the direction of ethical issues. The core value for this arrangement was the insistence to have the respondents well informed and consenting to their participation in the study, their autonomy being respected, as well as their right to be fully aware and agree to be involved in the study. It also placed a premium on the protection of privacy and confidentiality, and it acknowledged the obligation to keep participants' details secure. Participation was kept voluntary, thereby making sure that the persons who took part in the research did so out of their own good will, without being forced.

Additionally, UMERC's ethical guidelines included a list of significant principles among which was the issue of benefits, as an ethical consideration within UMERC's framework, which was geared at making sure that

participants gained favorable outcomes or benefits from their participation in the study. This principle highlighted that participant safety was the primary concern but they should also have the chance of deriving some benefits from their involvement. The framework further recognized the importance of handling technological problems that might be encountered during the research. Lastly, credit was highlighted, stressing the importance of properly recognizing the input of statisticians, advisers as secondary authors if the work is published, and panelists. The research approach was influenced by the ethical framework that also facilitated the alignment of the study with ethical standards and the conduction of research with integrity.

RESULTS AND DISCUSSION

This section presents, analyzes, and interprets the data collected from respondents on transformational leadership, organizational performance, and job satisfaction, in line with the research objectives outlined earlier.

Level of Transformational Leadership

Table 1 displays Transformational Leadership levels which show standard deviations below one, thus demonstrating that researchers can depend on the researched results. The general mean score of 4.42 implies that the level

Table 1: Level of Transformational Leadership

Indicators	SD	Mean	Descriptive Level
Idealized Attributes	0.52	4.38	Very High
Idealized Behavior	0.44	4.54	Very High
Inspirational Motivation	0.38	4.50	Very High
Intellectual Stimulation	0.43	4.34	Very High
Individualized Consideration	0.52	4.32	Very High
Overall	0.36	4.42	Very High

of transformational leadership is extremely high. The indicator idealized behavior achieved the highest score of 4.54. The score for inspirational motivation reached 4.50 while idealized attributes received 4.38 and intellectual stimulation obtained 4.34 and individualized consideration got 4.32. These values correspond to a very high level of descriptive category. The findings show that the teachers highly lead their followers in a transformational way. They set proper ethical and moral standards, inspire and motivate fellow teachers, gain respect through their actions, challenge others to explore new approaches and perspectives, and help others use and develop their strengths.

The research findings show that teachers demonstrate extremely high transformational leadership ability for their professional work. The research findings show that teachers demonstrate exceptionally high leadership skills which enable them to effectively lead students while also creating positive impacts on their fellow teachers and school environment. The research findings

show that their outstanding performance in idealized behavior, inspirational motivation, idealized attributes, intellectual stimulation, and individualized consideration demonstrates their ability to function as role models who maintain ethical standards while driving shared objectives and establishing respectful environments and developing new ideas and enabling personal development. The study establishes that teachers who practice transformational leadership create a learning environment that enables educators and students to experience actual growth while developing relationships through teamwork.

The research results demonstrate that teachers maintain extremely high transformational leadership abilities across all domains of their profession. The research results support the claims of Credé *et al.* (2019) which state that transformational leaders help their followers exceed their expected performance through the development of confidence and trust and strong values. The researchers demonstrated that successful leaders inspire their followers to become better leaders through

their leadership conduct (Al-Khazaleh *et al.* 2022). The result of the assessment indicates that teachers possess high capacity to motivate others because they establish shared goals with their coworkers through energetic and optimistic performance which Addo and Baah (2019) recommended. The researchers to the study demonstrated their research results through their evidence of idealized attributes which followed Credé *et al.* (2019) rules. The results showed that organizations provided high levels of intellectual stimulation which supported their employees to develop their creative abilities and produce new ideas (Ferozi & Chang 2021). The concept of individualized consideration reveals how teachers provide authentic support and compassionate assistance to others according to Herminingsih (2020).

Level of Organizational Performance

The organizational performance level of public

elementary schools. The organizational performance level is displayed in Table 2. The total average score was 4.34 which shows a very high level of organizational performance. The individual indicators show that communication received a mean score of 4.45 while leadership received 4.39 and motivation received 4.30 and supervision received 4.21 which all belong to the ‘very high’ descriptive category.

The findings show that teachers perform their work functions as communicators leaders’ supervisors and motivators with high effectiveness. The teachers’ strong communication style results in the promotion of collaboration and understanding among co-workers/ students. The strong leadership of the teachers’ gives direction and positively impacts co-workers/ students. The proper supervision displayed by the teachers demonstrates their ability to assist/co-workers, track the progress of their jobs and follow-through in completing the tasks.

Table 2: Level of Organizational Performance

Indicators	SD	Mean	Descriptive Level
Communication	0.57	4.45	Very High
Leadership	0.69	4.39	Very High
Supervision	0.63	4.21	Very High
Motivation	0.84	4.30	Very High
Overall	0.58	4.34	Very High

The motivational role that the teachers’ serve gives the co-workers/students a challenge to do their best work and remain dedicated to their employment. Teachers’ ability to deliver outstanding communication skills, leadership skills, supervision skills and motivational support to their co-workers/students illustrates the critical function teachers serve in developing a positive environment where professional development can occur and assist students in achieving academic success.

Teachers’ performance for the organization will be impacted by factors such as the effectiveness of communication, leadership, motivation, and supervision (Anekwe, 2018). The literature review has supported these findings, specifically regarding how employees can be guided and motivated by way of communication because of this critical aspect of communication. With respect to leadership, respondents indicated that leadership had a major impact on their ability to communicate in the decision-making process, adapt to change, and utilize their skills to complete their tasks successfully. These finding parallels that of Obi (2018), who states that the behavior of management is critical to meeting goals. Motivation also enhances organizational performance for teachers because the school head’s recognition of their value provides them with both support and value in the school setting (Abed *et al.*, 2021), therefore, increasing their level of engagement and productivity through motivation. Finally, among the leaders’ supervisory functions, leaders can provide direction, apply discipline, and share ideas with their staff (Chukuigwe, 2018); thus, effective use

of the management functions (planning, organizing, and controlling) are necessary to achieve the organization’s goals.

Level of Job Satisfaction

Based on the data in Table 3, the composite mean of all variables was calculated at 4.38 with a standard deviation of .46. This value demonstrates a very high level of satisfaction among all participants regarding various aspects related to their employment. The highest mean rating is found in Having the chance to do community outreach programs such as linis barangay, coastal clean-up, and tree planting with a mean of 4.6 and a standard deviation of .53, reflecting very high satisfaction in opportunities for community service and social involvement. In contrast, the lowest mean is noted in Being satisfied even when all my efforts are not rewarded the way they should be with a mean of 3.95 and a standard deviation of 1.12, interpreted as high, which suggests that although employees remain positive, they feel less satisfied when their efforts are not properly recognized or rewarded.

The results demonstrate that employees who work for the company maintain strong job satisfaction which reaches its highest point when they perform community service and teamwork activities while their direct supervisor provides assistance. Their work environment becomes better through these factors which also help them find their professional mission. The employees show motivation through their work, but organizations must

Table 3: Level of Job Satisfaction

Items	SD	Mean	Descriptive Level
Being satisfied of the amount of pay for the work I do.	0.72	4.42	Very High
Having the chance to be reclassified / be promoted	0.86	4.37	Very High
The benefits I am receiving are good as most other organizations can offer.	0.64	4.37	Very High
Being satisfied even when all my efforts are not rewarded the way they should be.	1.12	3.95	High
Being satisfied the way my job is providing a secure future.	0.69	4.58	Very High
Being satisfied the way I get full credit for the work I do.	0.79	4.42	Very High
Being able to take pride in a job well done.	0.69	4.43	Very High
Being satisfied the way how my pay compares with that for similar jobs in other companies.	0.84	4.23	Very High
Being satisfied the way how my pay compares with other workers in school.	1.00	4.23	Very High
Having the opportunities for advancement	0.69	4.48	Very High
Being satisfied on the policies & practice towards employees of the school	0.61	4.50	Very High
Being satisfied on the way my immediate head & I understand each other.	0.89	4.28	Very High
Being satisfied on the spirit of cooperation among my co-workers.	0.61	4.55	Very High
Being satisfied on the working conditions (heating, lighting, ventilation, etc.)	0.86	4.28	Very High
Being satisfied on the way my co-workers are easy to make friends with	0.61	4.56	Very High
Being satisfied on the way my immediate head trains his/her subordinates	0.80	4.35	Very High
Having the feeling of accomplishment I get from the job	0.65	4.47	Very High
Being satisfied on the way my immediate head takes care of the complaints of his/her employees	0.83	4.25	Very High
Being satisfied on the pleasantness of the working conditions	0.84	4.32	Very High
Being satisfied on the way my immediate head provides help on hard problems.	0.75	4.36	Very High
Having the chance to “rub elbows” with important people.	0.69	4.15	High
Being able to do things that don’t go against my conscience	0.62	4.26	Very High
Having the chance to do work that is well suited to my abilities	0.62	4.41	Very High
Having the chance to tell other coworkers how to do things	0.63	4.21	Very High
Having the chance to try something different in my job	0.62	4.19	High
Having the chance to do something that makes use of abilities	0.67	4.31	Very High
Having the chance to develop new and better ways to do the job	0.66	4.48	Very High
Having the chance to do things that don’t harm my other co-workers	0.69	4.46	Very High
Having the freedom to use my own judgment	0.71	4.36	Very High
Having the chance to the job without the feeling I am cheating anyone.	0.83	4.39	Very High
Having the chance to have a definite place in the community	0.57	4.36	Very High
Having the chance to be of some small service to other people.	0.59	4.49	Very High
Having the chance to encourage the stakeholders’ participation in all school-related activities	0.53	4.38	Very High
Having the chance to be somebody in the community.	0.64	4.31	Very High
Having the chance to do the community outreach programs (linis barangay, coastal clean-up, tree planting)	0.53	4.60	Very High
Having the chance to help people’s concern in the community	0.53	4.39	Very High
Being satisfied on the linkages of the school in the immediate community	0.58	4.56	Very High
Having the way immediate head takes care of the complaints of some parents in the community	0.59	4.47	Very High
Being satisfied on the pleasantness of the school community towards external stakeholders	0.54	4.47	Very High
Being happy on the social position in the community that goes with the job	0.49	4.47	Very High
Overall	0.46	4.38	Very High

develop better methods for recognizing and rewarding their accomplishments because their satisfaction with recognition and rewards shows a minor decrease. This issue needs to get solved because it will lead to higher employee morale and better work dedication, which will produce improved results for the entire organization. Job satisfaction leads to improved emotional and mental well-being for employees based on findings by Judge *et al.* (2020) while it enables better classroom outcomes and school efficiency according to Federicova (2020). The research by Glaveli *et al.* (2023) found that job satisfaction results in increased teacher enthusiasm while teachers face decreased stress and burnout. The above results support the fact that schools consider teachers to be valuable assets because they create a positive work environment and establish a positive school climate and culture and they handle teacher concerns and build

community partnerships. The teachers maintain their strong motivation throughout all these activities.

Correlations between Transformational Leadership and Organizational Performance

The relationship between transformational leadership and organizational performance was studied through Table 4 at a .05 level of significance. The null hypothesis was rejected because the overall correlation coefficient showed a value of $r = .35$ and the p-value was under .05. The coefficients for transformational leadership showed .35 for idealized attributes and .38 for idealized behavior and .32 for inspirational motivation and .06 for intellectual stimulation and .30 for individualized consideration. Performance indicators showed positive correlations which resulted in r-values of .33 for communication and .33 for leadership and .27 for supervision and .29 for motivation.

Table 4: Significance of the Relationship between the Transformational Leadership and Organizational Performance

Transformational Leadership	Communication	Organizational Performance Leadership	Supervision	Motivation	Overall
Idealized Attributes	.383* (0.000)	.370* (0.000)	.212* (0.000)	.248* (0.000)	.349* (0.000)
Idealized Behavior	.337* (0.000)	.373* (0.000)	.263* (0.000)	.325* (0.000)	.380* (0.000)
Inspirational Motivation	.434* (0.000)	.330* (0.000)	.167* (0.001)	.199* (0.000)	.320* (0.000)
Intellectual Simulation	-.081 (0.101)	-.021 (0.669)	.152* (0.002)	.112* (0.023)	.055 (0.263)
Individualized Consideration	.235* (0.000)	.261* (0.000)	.263* (0.000)	.250* (0.000)	.296* (0.000)
Overall	.327* (0.000)	.332* (0.000)	.269* (0.000)	.287* (0.000)	.354* (0.000)

*Significant at 0.05 significance level

The evidence from these results shows that transformational leadership brings major benefits to organizational performance because all indicators show positive relationships. The strongest link was found in idealized behavior ($r = .38$), showing that leaders who act as role models greatly enhance performance, while the weakest yet positive correlation was in intellectual stimulation ($r = .06$). The two factors of communication and leadership both reached an $r = .33$ value to become important elements for organizational performance. The findings show that schools can achieve better results by developing stronger transformational leadership methods. In light of these findings, a significant association of transformational leadership and organizational performance is formed. It can be analyzed that the quality of school performance is closely linked to the nature of teachers' transformational leadership. The results are consistent with the study of Arif and Akram (2018), which reported a strong connection between transformational leadership and organizational outcomes, and they further support the findings of Kılıç and Uludağ (2021), who emphasized its impact particularly through idealized influence and intellectual stimulation. Transformational leadership is regarded as a sustainable and exemplary approach, as it motivates subordinates to share ideas, consider problems from different perspectives.

Correlations between Transformational Leadership and Job Satisfaction

The Table 5 results showed an overall r-value of .55 and a p-value which was below .05, resulting in the rejection of the null hypothesis. The results indicate that all indicators of transformational leadership are positively linked to job satisfaction. The study found that idealized attributes had a major impact on how respondents evaluated their satisfaction while idealized behavior showed the strongest linkage because its r-value reached .58 with a p-value below .05. The study showed that inspirational motivation creates a positive connection to job satisfaction which was measured at an r-value of .48 and a p-value of .05. Intellectual stimulation showed a significant relationship which measured .25 at a p-value of .05 while individualized consideration showed a strong impact with an r-value of .55 and a p-value which was below .05. The results show that different transformational leadership dimensions essential for the development of educator job satisfaction. With these results in mind, there is a clear relationship between transformational leadership and the degree of work satisfaction that teachers feel. This means that if school administrators are able to display transformational leadership traits such as inspiring, motivating, and supporting their staff, this can have a positive impact on teachers' morale, commitment, and overall engagement,

Table 5: Significance of the Relationship between the Transformational Leadership and Job Satisfaction

Transformational Leadership	Job Satisfaction					
	Idealized Attributes	Idealized Behaviour	Inspirational Motivation	Intellectual Simulation	Individualized Consideration	Overall
Overall	.463* (0.000)	.578* (0.000)	.477* (0.000)	.253* (0.000)	.417* (0.000)	.547* (0.000)

*Significant at 0.05 significance level. *

ultimately leading to a more positive and productive school environment. Moreover, the findings of the research support the study conducted by Aprileani & Abadi (2022), which found that transformational leadership has a positive impact on job satisfaction. Furthermore, the findings of the research suggest that the relationship between transformational leadership and job satisfaction can be moderated by certain factors, such as the gender of the followers, and the impact is more pronounced in the case of female employees, as suggested by Abelha *et al.* (2018). In a similar study, Khan *et al.* (2020) suggested that all five factors of transformational leadership, as well as the overall leadership style, have a significant impact on employee job satisfaction. This highlights the importance of leaders' personal characteristics and skills, such as fair judgment and the ability to address the needs of employees belonging to different age groups, as key determinants of job satisfaction in different organizational contexts.

Correlations between Job Satisfaction and Organizational Performance

The analysis results demonstrate that job satisfaction affects organizational performance as shown in Table 6, which the researcher tested at a .05 significance level, utilizing an r-value of .827 and a p-value that reached below .05. The data show that communication, as an indicator of organizational performance achieved an r-value of .59 and a p-value less than .05, which demonstrates that effective communication facilitates

teachers' satisfaction because it helps them adjust to changes while they interact with internal stakeholders. Leadership displays an r-value of .78 which shows a p-value that falls below .05, thus demonstrating that educational institutions require effective leadership for their academic staff to achieve satisfactory performance. The research found that supervision positively affects job satisfaction because it showed an r-value value of .65 together with a p-value that dropped below .05, which confirms that proper guidance and oversight create an atmosphere that supports employee performance. The research proved that motivation leads to an r-value of .83 together with a p-value that dropped below .05, which demonstrates that organizations must provide their teachers with career development opportunities while they work towards specific goals to reach their job satisfaction objectives. The research findings show that organizational performance directly affects job satisfaction through a statistically significant relationship. The researchers therefore rejected the null hypothesis. The research shows that effective communication and strong leadership together with proper supervision and employee motivation create essential elements which boost teacher job satisfaction. School heads who communicate clearly, provide guidance, inspire their staff, and offer opportunities for growth create a supportive and motivating work environment. The development of these leadership practices needs investment because it will boost teacher morale and engagement while it creates an educational environment which improves school performance.

Table 6: Significance of the Relationship between the Job Satisfaction and Organizational Performance

Job Satisfaction	Organizational Performance				
	Communication	Leadership	Supervision	Motivation	Overall
Overall	.591* (0.000)	.777* (0.000)	.645* (0.000)	.775* (0.000)	.827* (0.000)

*Significant at 0.05 significance level. *

The finding supports the erudition of Omah & Obiekwe (2019) who noted that satisfaction in one's work is essential for the enhancement of organizational performance. The positive results of the research validate the findings of Omah and Obiekwe who established that work satisfaction functions as a fundamental factor that drives organizational success. According to their theory, a happy worker is one who views his work in a favorable light. Moreover, the findings support the study of Murad (2018) who claimed that organizations have to realize the importance of motivated and satisfied employees, for it influences performance affecting the organization.

On the Mediating Effect of Job Satisfaction

Table 7 shows the path analysis exploring the influence that job satisfaction has on the relationship between transformational leadership and organizational performance as a mediator, analyzed using SPSS with AMOS. The direct effect of transformational leadership on job satisfaction, referred to as path a, produced an unstandardized regression coefficient of .68 with a p-value less than .05. The path from job satisfaction to organizational performance, or path b, yielded a coefficient of 1.154 with a p-value less than .05, showing a strong positive link. In contrast, there is a

direct correlation between transformative leadership and enhanced organizational performance as shown in path c prime, was -0.225 with a p-value below $.05$, suggesting no significant influence once job satisfaction is considered. The overall impact reached $.35$, with the indirect impact

reaching $.79$ which accounted for 78 percent of the total impact. The mediation assessment shows full mediation because the ratio index reached 1.396 which proves that job satisfaction serves as the principal route through which transformational leadership impacts organizational results.

Table 7: Mediating Effect: Path Analysis (Full Mediation)

PATH	ESTIMATES		SE	C.R	P
	Unstandardized	Standardized			
TL → JS	.684	.547	.052	13.228	***
JS → OP	1.154	.904	.042	27.788	***
TL → OP	-.225	-.141	.052	-4.330	***

*Significant at 0.05 significance level. *

Organizations need to know that job satisfaction acts as the essential link which connects transformational leadership to better organizational results. School leaders who inspire their teachers through motivation and support create a work environment which leads to teacher satisfaction that boosts school performance. The findings indicate that teaching staff members who receive recognition and professional development opportunities and supportive leadership practices will experience maximum benefits from transformational leadership practices. The primary approach to increasing organizational performance requires school leaders to implement methods which enhance teacher participation and their overall well-being.

These findings are consistent with the research of Hilton *et al.* (2021), who emphasized the mediating role of job satisfaction in the link between transformational leadership and organizational outcomes. Khan *et al.* (2020) demonstrated that transformational leaders who show understanding and support for their employees create a work environment which enables their employees to perform better and develop more self-assurance and job satisfaction. The mediation framework aligns with the guidelines of Baron and Kenny (1986) which state that full mediation exists when the independent variable no longer affects the dependent variable after the mediator has been taken into account. The studies which have been conducted demonstrate that job satisfaction functions as both an effect of effective leadership and the main factor which leads to organizational success within educational environments.

CONCLUSION

The investigation discovered that public school teachers in Davao Occidental displayed extremely high levels of transformational leadership and job satisfaction and organizational performance. The study results show that teachers work in a professional environment which enables them to display leadership skills and achieve job satisfaction while they support organizational objectives through their ability to communicate and supervise and motivate and work together. The study discovered that transformational leadership establishes a positive

connection with job satisfaction which leads to better organizational performance while transformational leadership establishes a positive connection with organizational performance. The results demonstrate that job satisfaction functions as a complete mediator since the direct relationship between transformational leadership and organizational performance became non-existent after job satisfaction was considered in the study which proved that leadership enhances performance through greater worker satisfaction.

The study results validate Bass and Avolio’s transformational leadership theory and Baron and Kenny’s mediation framework by showing that job satisfaction functions as a crucial link between leadership and enhanced performance results. The organization must focus on increasing teacher satisfaction because it directly impacts their capacity to achieve high performance results. The researchers can use longitudinal studies to develop stronger causal links between variables and perform regional educational level comparison research in future studies. The study should include organizational culture and teacher burnout and work engagement as additional mediators together with qualitative research methods which will help achieve better understanding of public education excellence maintenance.

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