LEADERSHIP STYLES OF SCHOOL ADMINISTRATORS AND EMPLOYEES' JOB SATISFACTION AMONG THE HEIS IN ZAMBOANGA PENINSULA

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ABSTRACT

This survey aimed to determine the leadership styles of school administrators and employees' job satisfaction using descriptive method, utilizing a validated questionnaire-checklist to the school administrators and employees as respondents of the study. Data gathered were treated using frequency count, weighted mean and Chi-square. Findings revealed that school administrators were usually males; aged 30-years old and below and from private institutions. The leadership styles they commonly practiced when grouped according to sex and institution were directing, coaching and delegating; according to age, directing. Employees were "very satisfied" with their job in relation to the leadership styles of school administrators. Directing and supporting leadership styles significantly relate to the job satisfaction of the employees. Concludingly, school administrators preferred leadership style which includes control over employees' actions with a bit of empowerment without encouragement and recognition, yet, committed employees were still very satisfied with their job.

INTRODUCTION

Leadership styles may vary in some or many ways. It plays a very big role in an educational management. The way administrators lead may affect the job satisfaction of the employees and their work performance as well. Attainment of the school's vision, mission, goals and objectives depends on the competence and commitment of its personnel. Employees may be effective in their own field if they are highly motivated, properly guided and supported by their administrators.

Chandan and Devi (2014) believed that today's organizations need effective leaders who understand the complexities of the rapidly changing global environment. They assumed that if the task is highly structured and the leader has good relationship with the employees, effectiveness will be high on the part of the employees. They believed that effective leadership style is necessary to reduce the attrition rate because for them, it affects the employee's performance and productivity. They claimed that the possibility of achieving organizational goal productively depends on the effectiveness of the leadership style of its leader.

Findings of the study conducted by Nidadhavolu (2018) disclosed that when management uses good leadership styles, employees are satisfied with the job and committed to the organization. However, when employees were not happy with the leadership styles used by the management and unsatisfied with the job, they are less committed to the organization. Relatively, Pancasila, et al. (2020) also revealed that leadership and work motivation have a positive and significant effect on job satisfaction. They emphasized that leadership has a more considerable influence than work motivation towards employee's job satisfaction.

Asghar and Oino (2018) disclosed that low compensation is adversely affecting employee's satisfaction and turnover, emphasizing that leadership style is important for motivating employees and increasing their satisfaction level. Meithiana (2017) recommended that faculty performance can be optimized by providing them incentives in order to work in the world of education through awards such as increasing their salaries, keeping them in touch, giving comfort, creation of competition, fair healthy performance appraisal, providing an opportunity to follow the scientific activities at a cost from the academy; encourage them to continue their education to a higher level and motivate them to do research, and community service to the relevant fields at the expense of the institution/college or grants.

On the other hand, Idiegbeyan-ose (2018) concluded that leadership style contributed significantly to the low level of job satisfaction. In contrary to this finding, Rahmat, et al. (2019) revealed that leadership style has a significant positive effect on job satisfaction.

The gap clearly shows that leadership styles may affect the job satisfaction of the employees and their work performance as well. Employees may be effective in their own field if they are equally treated, properly guided and empowered by their administrators. In every organization, nobody stands alone and strength is obtained when unity is around. As human and as a rational being, one is always motivated to follow, function well and be satisfied of it when the leader is righteous and just. When one is motivated, empowered and be satisfied with the job, the better the services are rendered to their clienteles. However, when leadership is on the other way around, employees' commitment towards their job may be at stake.

In order to determine the leadership styles of school administrators and employees' job satisfaction among the HEI's in Zamboanga Peninsula, this study was conducted.

Objectives of the Study
This survey aimed to determine the following specific objectives:
1. The profile of school administrators when grouped according to sex, age and type of institution.
2. The leadership styles of school administrators when grouped according to profile.
3. The level of job satisfaction of the employees in relation to the leadership styles of their school administrators.
4. The relationship of the school administrator's leadership styles and the employee's job satisfaction.

RELATED LITERATURE AND STUDIES

According to Khan and Nawaz (2018) leadership is the manner of providing direction, implementing strategies and motivating individuals towards the attainment of the desired objectives and replicated in attitudes and behaviors however, these becomes the outcome of complex interactions between the way individuals think and feel.

On the other hand, findings of the study conducted by Rizi, et al. (2013) led to the conclusion that leadership is an important predictor and plays a central role in determining job satisfaction of employees and that leadership is a management function, which is mostly directed towards people and social interaction, as well as the process of influencing people so that they will achieve the goals of the organization. Similarly, research findings of Haider's (2018) disclosed that leadership style is a predictor of job satisfaction which is mediated by motivational language. Haider believed that this finding provides knowledge on the importance of training of leaders, guides management to hire trained staff, significant to the Higher Education Commission, and would help leaders to communicate effectively with employees to obtain high job satisfaction and better work performance.

Ilham's (2018) findings proved that organizational culture and leadership style is an important element that greatly affects employee's performance and job satisfaction. Kiboss and Jemiryott (2014) also found that principals' leadership styles greatly impacted on the working atmosphere in a school and the teacher's job satisfaction. They also revealed that the dominant leadership style in the place of study was democratic leadership style and that most teachers were satisfied with their jobs in relation to the leadership style in place.

Anent to the above findings, results from the study of Parveen and Tariq (2014) found that "selling or coaching" leadership style is found as primary style for making decisions by the department heads while "participating" is used as secondary leadership style. However, "telling or directing" and "delegating" leadership styles are almost non-existent and were not preferred by the department heads in making decisions. Parallel to these findings, Salehzadeh (2017) revealed that directing, coaching and supporting leadership styles were preferred by the respondents. Meanwhile, when leaders are grouped according to sex, Kuchynkova (2015) found that women tend to use "delegating" and subsequently "coaching", while men preferred "directing" and subsequently "supporting" leadership styles. Similarly, Grant (2013) also claimed that "coaching style" was associated with increased goal attainment, enhanced solution-focused thinking, a greater ability to deal with change, increased leadership self-efficacy and resilience, and decrease in depression. While the positive impact of coaching generalised to non-work areas such as family life.

Another finding in terms of sex disclosed that males have higher "situational leadership" propensities as compared to their female counterparts (Kaifi, Noor & Aslami, 2014) while Cuadrado, et al. (2012) revealed that female leaders are more autocratic and negotiating than men. They also found that some differences in female and male leaders depend on whether the organization is stereotypically feminine or masculine.

THEORETICAL FRAMEWORK OF THE STUDY

This study is anchored on the Situational Theory of Leadership II developed by Kenneth Blanchard which built on Blanchard and Hersey's original theory of Situational leadership (1995) as explained by Cherry (2020). According to the revised version of the theory, effective leaders must base their behavior on the developmental level of group members for specific tasks. SLII also suggests that effective leadership is dependent on two key behaviors: supporting and directing. Directing behaviors include giving specific directions and instructions and attempting to control the behavior of group members. Supporting behaviors include actions such as encouraging subordinates, listening, and offering recognition and feedback.

The theory identifies four basic leadership styles, including **Directing (S1)**: High on directing behaviors, low on supporting behaviors; **Coaching (S2)**: High on both directing and supporting behaviors; **Supporting (S3)**: Low on directing behavior and high on supporting behaviors; and **Delegating (S4)**: Low on both directing and supporting behaviors.

The SLII theory point out that not one of these four leadership style is best. Instead, an effective leader will match his or her behavior to the developmental skill of each subordinate for the task at hand. The leader needs to consider the task itself. Tasks can range from simple to complex, but the leader needs to have a clear idea of exactly what the task entails in order to determine if it has been successfully and competently accomplished. The level of authority the leader has over group members should also be considered. Some leaders have power conferred by

the position itself, such as the capacity to fire, hire, reward, or reprimand subordinates. Other leaders gain power through relationships with employees, often by gaining respect from them, offering support to them, and helping them feel included in the decision-making process.

This theory suggests that leaders need to consider the maturity level of each employee. It believed that the maturity level of an individual is a measure of his/her ability or willingness to complete a task. The job assigned to an employee who is willing but lacks the ability leads towards failure. Being able to determine each employee's maturity level makes the leader to choose the best leadership approach to help employees achieve their goals and complete their assigned tasks.

METHODOLOGY

A descriptive method of research particularly survey technique was used to determine the leadership styles of school administrators and the employees' job satisfaction. The respondents of the study were the campus administrators, faculty and staff of the place under study who were chosen randomly from each institution representing both genders. A validated researcher-made questionnaire-checklist for administrators and employees was utilized as the main tool in gathering the data of the study. In gathering the needed data of the study, the enumerators assigned fielded personally the questionnaires to the respondents of the study in their respective campuses. In response to the research ethical considerations, each respondent was made to sign the consent form. Their signature manifests that they understood the cover letter intended for them and that they are willing to accomplish the questionnaire-checklist.

Research Instrument

This study made use of a researcher-made questionnaire-checklist; the same instrument which was used by the researcher in her doctoral dissertation in 2011.

The research instrument has three sets intended for the respondents. The first set is the questionnaire for school administrators which is composed of two (2) parts: the first part is the profile of school administrators as to sex, age, and type of institution they managed; and the second part is on the leadership styles they employed. The second set is the questionnaire for the employees on the leadership styles of school administrators which is composed only of one (1) part: the leadership styles employed by the school administrators. The third set is a questionnaire for job satisfaction of the employees which is also composed of one (1) part: job satisfaction based on the leadership styles employed by their respective school administrators.

Statistical Treatment of Data

The data will be analyzed using the following statistical tools:

1. To determine objective number 1, frequency count was used.
2. To determine objectives 2 and 3, weighted mean was used with the following continuum.

For Leadership Styles Practiced:

Rating Scale:	Code:	Description:	Qualification:
4.20 – 5.00	AP	Always Practiced	Leadership style is employed at all times
3.40 – 4.19	OP	Often Practiced	Leadership style is employed frequently or oftentimes
2.60 – 3.39	SP	Sometimes Practiced	Leadership style is employed at times or occasionally
1.80 – 2.59	RP	Rarely Practiced	Leadership style is employed infrequently or seldom
1.00 – 1.79	NP	Not Practiced	Leadership style is not employed

For Job Satisfaction on Leadership Styles:

Rating Scale:	Code:	Description:	Qualification:
4.20 – 5.00	VS	Very Satisfied	The leadership style is very much fair, reasonable, acceptable and within the context of always having a just and humane consideration
3.40 – 4.19	MS	Moderately Satisfied	The leadership style is reasonable and acceptable and within the context of having humane consideration
2.60 – 3.39	S	Satisfied	The leadership style is reasonable and acceptable
1.80 – 2.59	LS	Less Satisfied	The leadership style is not so fair somewhat harsh, sometimes unreasonable and barely acceptable

| 1.00 – 1.79 | NS | Not Satisfied | The leadership style is harsh and not fair, unreasonable, unacceptable, unjust and inhuman |

3. To determine the relationship of leadership styles and employee's job satisfaction, Chi-square was used.

RESULTS AND DISCUSSION

1. The profile of school administrators when grouped according to sex, age and type of institution.
A. According to Sex

Table 1.1 displays the profile of school administrators according to sex. Based on the data, 13 or 68 percent were male school administrators while only six (6) or 32% of them were females. This shows that majority of the school administrators in the higher learning institutions in Zamboanga Peninsula were males. This further shows that male leaders dominate in number in the institutions under study.

Table 1.1 Profile of School Administrators According to Sex

Sex	Frequency	Percentage
Male	13	68%
Female	6	32%
Total	**19**	**100%**

B. According to Age

Table 1.2 reflects the profile of school administrators according to age. As shown on the table, majority or seven (7) or 37 percent of the administrator-respondents were aged 30- years old and below followed by those under 41-50 years old and 31-40 years old.

It appeared that most of the school administrators in the place under study were still at a younger age. Likewise, the study of Bejer (2019) found that majority of the male and female educational leaders belong to age bracket of 36-55, married, and graduate of master's degree.

Table 1.2 Profile of School Administrators According to Age

Age	Frequency	Percentage
30 yrs. old and below	7	37%
31-40 yrs. old	4	21%
41-50 yrs. old	5	26%
51 yrs. and above	3	16%
Total	**19**	**100%**

C. According to Type of Institution

As shown on Table 1.3, on the profile of school administrators in terms of type of institution, 19 or 79 percent were from colleges and four (4) or 21 percent were from universities. This shows that majority of the respondents were from private institutions.

This manifests that most of the higher learning institutions in Zamboanga Peninsula were mostly private institutions or owned by private entities.

Table 1.3 Profile of School Administrators According to Type of Institution

Type of Institution	Frequency	Percentage
Private Institution	15	79%
Public Institution	4	21%
Total	**19**	**100%**

2. The leadership styles of school administrators when grouped according to profile.
2.1 According to Sex

Table 2.1 presents the leadership styles of school administrators when grouped according to sex.

Data showed that male respondents "Always Practiced" all the four (4) leadership styles with a grand mean of 4.72 on directing style, 4.72 on coaching style, 4. 65 on supporting style and 4.63 on delegating style. Likewise, female respondents also do, with a grand mean of 4.42 on directing style, 4.26 on coaching style, and 4.20 on delegating style; while supporting style, with a grand mean of 4.05, was only "Often Practiced" by them. This indicates that they apply this style oftentimes or frequently.

Generally, results showed that directing, coaching and delegating styles were the common styles of leadership practiced by the school administrators in Zamboanga Peninsula when grouped according to sex. This shows that both male and female school administrators practiced these styles of leadership every time or at all times. This means that commonly, at any rate in their respective institution, they manage to take a highly directive role, explain and clarify decisions, and empower their employees to do the job.

This finding is supported by the study of Kuchynkova (2015) which found that female leaders tend to use delegating and subsequently coaching while male leaders preferred directing and subsequently supporting. Likewise, Bejer (2019) also disclosed that male educational leaders have directing type of leadership and female

leaders have coaching style. Similarly, findings of Mahmood, et al. (2021) revealed that male Head Teachers are better as compared to the female ones regarding directing and coaching while in terms of supporting and delegating, female Head Teachers are better as compared to the males. They concluded that the leadership practices of private Head Teachers are better as compared to the public Head Teachers regarding directing, coaching and supporting while in delegating, public Head Teacher's practices were better than those in the private schools. Recommendations on improving leadership practices and a provision of forum for the school heads to share their leadership practices has been offered by them.

Table 2.1. Leadership Style of School Administrators when Grouped According to Sex

A. Directing Style	Female		Male	
Item Statements	**Mean**	**Des.**	**Mean**	**Des.**
1. Imposes rules and policies of the institution.	4.46	AP	4.83	AP
2. Sets performance standards to be followed by the employees.	4.54	AP	4.83	AP
3. Checks employees' work on a regular basis to assess their performance, progress and learning.	4.23	AP	4.83	AP
4. Formulates the objectives and action plan of the institution.	4.69	AP	4.67	AP
5. Closely supervises the staff and/or observes classes regularly.	4.46	AP	4.83	AP
6. Enforces the institution's rules and regulations.	4.77	AP	4.83	AP
7. Implements the current thrust prescribed by the CHED.	4.92	AP	4.83	AP
8. Evaluates performance of the employees.	4.23	AP	4.67	AP
9. Exercises control over the employees.	4.08	OP	4.50	AP
10. Imposes disciplinary action on erring personnel.	3.85	OP	4.33	AP
Grand Mean	**4.42**	**AP**	**4.72**	**AP**

B. Coaching Style	Female		Male	
Item Statements	**Mean**	**Des.**	**Mean**	**Des.**
1. Disseminates information by holding regular meetings to discuss work status.	4.38	AP	4.67	AP
2. Establishes works in groups and committees.	4.69	AP	4.67	AP
3. Establishes sound relationship with the employees.	4.31	AP	4.67	AP
4. Builds bureaucratic/stakeholders' linkages.	4.38	AP	4.50	AP
5. Provides opportunities for the employees to develop their skills.	4.46	AP	4.83	AP
6. Shares decision-making with the employees.	4.15	AP	4.83	AP
7. Solicits suggestions from the employees for the improvement of the school organization.	4.15	OP	4.83	AP
8. Establishes smooth relationship with the community.	4.38	AP	4.83	AP
9. Involves the parents in planning school programs and activities.	3.69	OP	4.67	AP
10. Praises the employees for the work well-done and accomplished.	4.00	OP	4.67	AP
Grand Mean	**4.26**	**AP**	**4.72**	**AP**

C. Supporting Style	Female		Male	
Item Statements	**Mean**	**Des.**	**Mean**	**Des.**
1. Listens the employees' complaints and concerns.	3.92	OP	4.67	AP
2. Considers the opinion and ideas of employees.	3.92	OP	4.83	AP
3. Provides employees' opportunity for professional growth.	4.08	OP	4.67	AP
4. Encourages employees to express freely their views and opinions.	4.23	AP	4.83	AP
5. Allows employees to participate in policy decision making.	4.15	OP	4.67	AP
6. Recognizes achievements of employees.	4.15	OP	4.83	AP
7. Provides employees with incentives and rewards for exemplary service	3.77	OP	4.33	AP
8. Facilitates in the procurement of instructional materials and supplies for the institution.	4.00	OP	4.33	AP
9. Helps employees in solving their problems related to work.	4.00	OP	4.67	AP
10. Accepts suggestions of employees for the improvement of the institution and the clienteles.	4.23	AP	4.67	AP
Grand Mean	**4.05**	**OP**	**4.65**	**AP**

D. Delegating Style	Female		Male	
Item Statements	Mean	Des.	Mean	Des.
1. Delegates authority and responsibility to the employees.	4.46	AP	4.67	AP
2. Designates employees to attend meetings/conferences in his/her behalf	4.00	OP	4.83	AP
3. Assigns employees to take charge of projects in the institution.	4.54	AP	4.67	AP
4. Designates personnel to supervise on her/his behalf.	3.85	OP	4.67	AP
5. Delegates employees to establish linkage with other agencies.	4.00	OP	4.50	AP
6. Designates OIC to take charge of the institution when out of station.	4.15	OP	4.67	AP
7. Appoints chairperson to take charge of the different committees.	4.54	AP	4.67	AP
8. Involves employees in formulating objectives and programs of the institution	4.54	AP	4.67	AP
9. Authorizes employees to decide on routinary matter.	3.85	OP	4.67	AP
10. Designates T and E President to conduct meetings and decide matters affecting the organization	4.08	OP	4.33	AP
Grand Mean	**4.20**	**AP**	**4.63**	**AP**

B. According to Age

Table 2.2 displays the leadership styles of school administrators when grouped according to age.

Data on the table show that respondents across all age group "Always Practiced" directing style. Relative to this, coaching, supporting and delegating styles were also "Always Practiced" by them excluding those who were aged 51 years old and above because coaching and delegating styles were "Often Practiced" by them with a grand mean of 3.60 and 3.73 respectively, while supporting style, with a grand mean of 3.33, was only "Sometimes Practiced" by them.

Results indicate that school administrators who were still at a younger age carry out or applied directing, coaching, supporting and delegating styles at all times. This implies that since they were still young, their leadership style is usually both "leader-driven and follower-led" in the sense that they were more energetic, vigorous, dynamic and optimistic in dealing with people to do their job to attain their desired goals for their institution and clientele in general.

On the other hand, those who were a bit older, frequently and occasionally practiced delegating, coaching and supporting styles due to the fact that they are the seasoned leaders and that they have gained trust and confidence towards their employees for being responsible enough to do their job without showing them what to do and how to do things.

This finding relates to the claim of the study conducted by Salcedo (2021) who revealed that deans in their early 40s tend to use telling (directing) leadership style while those deans in the mid-50s would also use the same style with the early 40s deans but find participating (supporting) as the most adaptable or effective leadership style. Chairpersons in their early 50s used selling (coaching) leadership style but still considered telling (directing) style because they believed for it to be the most adaptable among the given situations. He further revealed that telling (directing) had the most frequent response among the deans when grouped according to age, meanwhile, selling (coaching) and participating (supporting) are being used effectively by them.

Table 2.2. Leadership Style of School Administrators when Grouped According to Age

A. Directing Style	30 yrs below		31 - 40 yrs		41 - 50 yrs		51 yrs and above	
Item Statements	Mean	Des	Mean	Des	Mean	Des	Mean	Des
1. Imposes rules and policies of the institution.	4.14	OP	4.50	AP	5.00	AP	4.00	OP
2. Sets performance standards to be followed by the employees.	4.29	AP	4.75	AP	5.00	AP	4.00	OP
3. Checks employees' work on a regular basis to assess their performance, progress and learning.	3.86	OP	4.50	AP	5.00	AP	4.33	AP
4. Formulates the objectives and action plan of the institution.	4.86	AP	4.50	AP	4.60	AP	4.67	AP
5. Closely supervises the staff and/or observes classes regularly.	4.29	AP	4.75	AP	5.00	AP	4.67	AP
6. Enforces the institution's rules and regulations.	5.00	AP	4.75	AP	5.00	AP	4.67	AP

7. Implements the current thrust prescribed by the CHED.	4.29	AP	5.00	AP	5.00	AP	4.67	AP
8. Evaluates performance of the employees.	4.71	AP	4.75	AP	4.60	AP	4.00	OP
9. Exercises control over the employees.	4.71	AP	4.00	OP	4.40	AP	4.67	AP
10. Imposes disciplinary action on erring personnel.	4.14	AP	4.25	AP	4.60	AP	4.33	AP
Grand Mean	**4.43**	**AP**	**4.58**	**AP**	**4.82**	**AP**	**4.40**	**AP**

B. Coaching Style	30 yrs below		31 - 40 yrs		41 - 50 yrs		51 yrs and above	
Item Statements	Mean	Des	Mean	Des	Mean	Des	Mean	Des
1. Disseminates information by holding regular meetings to discuss work status.	3.71	OP	5.00	AP	4.80	AP	4.00	OP
2. Establishes works in groups and committees.	4.57	AP	4.75	AP	4.80	AP	4.00	OP
3. Establishes sound relationship with the employees.	4.43	AP	4.50	AP	4.80	AP	3.33	SP
4. Builds bureaucratic/stakeholders' linkages.	4.29	AP	4.50	AP	4.60	AP	4.33	AP
5. Provides opportunities for the employees to develop their skills.	5.00	AP	4.50	AP	5.00	AP	3.33	SP
6. Shares decision-making with the employees.	5.00	AP	4.25	AP	4.80	AP	3.00	SP
7. Solicits suggestions from the employees for the improvement of the school organization.	4.14	OP	4.25	AP	4.80	AP	3.00	SP
8. Establishes smooth relationship with the community.	4.29	AP	4.25	AP	4.80	AP	4.00	OP
9. Involves the parents in planning school programs and activities.	4.71	AP	3.75	OP	4.60	AP	3.33	SP
10. Praises the employees for the work well-done and accomplished.	4.71	AP	4.50	AP	4.80	AP	3.67	OP
Grand Mean	**4.49**	**AP**	**4.43**	**AP**	**4.78**	**AP**	**3.60**	**OP**

C. Supporting Style	30 yrs below		31 - 40 yrs		41 - 50 yrs		51 yrs and above	
Item Statements	Mean	Des	Mean	Des	Mean	Des	Mean	Des
1. Listens the employees' complaints and concerns.	3.57	OP	4.25	AP	4.80	AP	3.33	SP
2. Considers the opinion and ideas of employees.	4.00	OP	4.25	AP	4.80	AP	3.00	SP
3. Provides employees' opportunity for professional growth.	4.14	OP	4.25	AP	4.80	AP	3.33	SP
4. Encourages employees to express freely their views and opinions.	4.29	AP	4.25	AP	5.00	AP	4.00	OP
5. Allows employees to participate in policy decision making.	4.57	AP	4.25	AP	4.80	AP	3.33	SP
6. Recognizes achievements of employees.	4.57	AP	4.50	AP	5.00	AP	3.33	SP
7. Provides employees with incentives and rewards for exemplary service	4.14	OP	4.25	AP	4.40	AP	3.33	SP
8. Facilitates in the procurement of instructional materials and supplies for the institution.	4.86	AP	4.00	OP	4.80	AP	2.67	SP
9. Helps employees in solving their problems related to work.	4.57	AP	4.50	AP	5.00	AP	3.33	SP

10. Accepts suggestions of employees for the improvement of the institution and the clienteles.	4.29	AP	4.25	AP	4.80	AP	3.67	OP
Grand Mean	**4.30**	**AP**	**4.28**	**AP**	**4.82**	**AP**	**3.33**	**SP**

D. Delegating Style	30 yrs below		31 - 40 yrs		41 - 50 yrs		51 yrs and above	
Item Statements	Mean	Des.	Mean	Des.	Mean	Des.	Mean	Des.
1. Delegates authority and responsibility to the employees.	4.00	OP	4.75	AP	4.80	OP	4.00	OP
2. Designates employees to attend meetings/conferences in his/her behalf	3.71	OP	4.75	AP	5.00	AP	3.00	SP
3. Assigns employees to take charge of projects in the institution.	4.29	AP	4.75	AP	4.80	AP	4.33	AP
4. Designates personnel to supervise on her/his behalf.	3.86	OP	4.75	AP	4.60	AP	3.00	SP
5. Delegates employees to establish linkage with other agencies.	4.29	AP	4.25	AP	4.80	AP	3.00	SP
6. Designates OIC to take charge of the institution when out of station.	4.14	OP	4.50	AP	4.80	AP	4.33	AP
7. Appoints chairperson to take charge of the different committees.	4.86	AP	4.50	AP	4.80	AP	4.67	AP
8. Involves employees in formulating objectives and programs of the institution	4.29	AP	4.25	AP	4.80	AP	4.33	AP
9. Authorizes employees to decide on routinary matter.	4.86	AP	4.25	AP	4.60	AP	3.00	SP
10. Designates T and E President to conduct meetings and decide matters affecting the organization	4.71	AP	4.50	AP	4.60	AP	3.67	OP
Grand Mean	**4.30**	**AP**	**4.53**	**AP**	**4.76**	**AP**	**3.73**	**OP**

C. According to Type of Institution

Table 2.3 shows the leadership styles of school administrators when grouped according to type of institution.
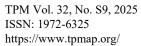
Data show that school administrators for both type of institution "Always Practiced" the directing, coaching and delegating leadership styles including the supporting style for those in the university. But for those in the college, they "Often Practiced" supporting style. This further shows that directing, coaching and delegating were the common leadership styles employed by the school administrators in both public and private higher learning institutions in Zamboanga Peninsula.

This simply means that giving directions by providing a working structure, telling the employees on what to do and empowering them to do the job by themselves were commonly employed at all times in both types of institution in the place under study. This implies that the leadership style employed at all times is more leader-driven and a bit of a follower-led.

This finding is parallel to the result of the study conducted by Abeje and Latchanna (2018) which disclosed that academic leaders perceived "coaching" leadership style as their own predominant and "supporting" as their secondary leadership style. They recommend that academic leaders in universities and colleges need to vary their leadership style in order to fit into the situations. They further recommend that delegating leadership style seemed appropriate in higher education institutions since majority of the teaching staff were assumed to be matured and were willing to accomplish the given tasks. Additionally, File and Shibeshi (2012) also recommend that delegating leadership style is appropriate to be practiced by the department heads in higher education institutions since majority of the teaching staff hold post graduate degrees.

Table 2.3. Leadership Style of School Administrators when Grouped According to Type of Institution

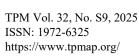| A. Directing Style	College		University	
Item Statements	Mean	Des	Mean	Des.
1. Imposes rules and policies of the institution.	4.57	AP	4.75	AP
2. Sets performance standards to be followed by the employees.	4.64	AP	4.75	AP
3. Checks employees' work on a regular basis to assess their performance, progress and learning.	4.29	AP	5.00	AP

4. Formulates the objectives and action plan of the institution.	4.71	AP	4.75	AP
5. Closely supervises the staff and/or observes classes regularly.	4.50	AP	5.00	AP
6. Enforces the institution's rules and regulations.	4.79	AP	5.00	AP
7. Implements the current thrust prescribed by the CHED.	4.93	AP	5.00	AP
8. Evaluates performance of the employees.	4.21	AP	5.00	AP
9. Exercises control over the employees.	4.00	OP	5.00	AP
10. Imposes disciplinary action on erring personnel.	3.71	OP	5.00	AP
Grand Mean	**4.44**	**AP**	**4.93**	**AP**

B. Coaching Style	College		University	
Item Statements	**Mean**	**Des**	**Mean**	**Des**
1. Disseminates information by holding regular meetings to discuss work status.	4.36	AP	5.00	AP
2. Establishes works in groups and committees.	4.64	AP	5.00	AP
3. Establishes sound relationship with the employees.	4.43	AP	4.50	AP
4. Builds bureaucratic/stakeholders' linkages.	4.36	AP	4.75	AP
5. Provides opportunities for the employees to develop their skills.	4.64	AP	4.50	AP
6. Shares decision-making with the employees.	4.43	AP	4.25	AP
7. Solicits suggestions from the employees for the improvement of the school organization.	4.43	AP	4.25	AP
8. Establishes smooth relationship with the community.	4.57	AP	4.50	AP
9. Involves the parents in planning school programs and activities.	4.00	AP	4.00	OP
10. Praises the employees for the work well-done and accomplished.	4.00	AP	5.00	AP
Grand Mean	**4.39**	**AP**	**4.58**	**AP**

C. Supporting Style	College		University	
Item Statements	**Mean**	**Des**	**Mean**	**Des**
1. Listens the employees' complaints and concerns.	4.07	OP	4.50	AP
2. Considers the opinion and ideas of employees.	4.21	AP	4.25	AP
3. Provides employees' opportunity for professional growth.	4.21	AP	4.50	AP
4. Encourages employees to express freely their views and opinions.	4.36	AP	4.75	AP
5. Allows employees to participate in policy decision making.	4.29	AP	4.50	AP
6. Recognizes achievements of employees.	4.29	AP	4.75	AP
7. Provides employees with incentives and rewards for exemplary service	3.79	OP	4.50	AP
8. Facilitates in the procurement of instructional materials and supplies for the institution.	4.07	OP	4.25	AP
9. Helps employees in solving their problems related to work.	4.14	OP	4.50	AP
10. Accepts suggestions of employees for the improvement of the institution and the clienteles.	4.29	AP	4.75	AP
Grand Mean	**4.17**	**OP**	**4.53**	**AP**
D. Delegating Style	**College**		**University**	
Item Statements	Mean	Des	Mean	Des
1. Delegates authority and responsibility to the employees.	4.50	AP	4.75	AP
2. Designates employees to attend meetings/conferences in his/her behalf	4.36	AP	4.00	OP
3. Assigns employees to take charge of projects in the institution.	4.50	AP	5.00	AP

4. Designates personnel to supervise on her/his behalf.	4.21	AP	3.75	OP
5. Delegates employees to establish linkage with other agencies.	4.21	AP	4.00	OP
6. Designates OIC to take charge of the institution when out of station.	4.14	OP	5.00	AP
7. Appoints chairperson to take charge of the different committees.	4.50	AP	5.00	AP
8. Involves employees in formulating objectives and programs of the institution	4.50	AP	5.00	AP
9. Authorizes employees to decide on routinary matter.	4.21	AP	3.75	OP
10. Designates T and E President to conduct meetings and decide matters affecting the organization	4.07	OP	4.50	AP
Grand Mean	**4.32**	**AP**	**4.48**	**AP**

3. The level of job satisfaction of the employees in relation to the leadership styles of their school administrators.

Table 3.0 presents the level of job satisfaction of the employees in relation to the leadership styles of their school administrators.

Based on the data, most of the item statements under each leadership style are rated "Very Satisfied" by the employee-respondents. This means that for the employees, the leadership styles employed by their school administrators were very much fair, reasonable, acceptable and within the context of always having a just and humane consideration. This means further that the employees were very pleased or contented with their job because of the type of leadership employed by their administrators. In other words, the leadership style of the school administrator has something to do or is directly related to the job satisfaction of the employees.

Relative to this finding, the study of Khotim, et al. (2021) emphasized that the leader's instruction (directing) style, leader's consultation (coaching) style, leader's participation (supporting) style and leader's delegating style can increase teacher's job satisfaction. On the other hand, Naureen, et al. (2015) indicated that there was direct relationship among all the leadership styles and job satisfaction. Aslam, et al. (2022) in their study concluded that leadership is crucial in determining work motivation and job satisfaction.

Table 3.0 Level of Job Satisfaction of the Employees in Relation to the Leadership Styles of their School Administrators

A. Directing Style	Mean	Des
1. Imposes rules and policies of the institution.	4.49	VS
2. Sets performance standards to be followed by the employees.	4.44	VS
3. Checks employee's work on a regular basis to assess their performance, progress and learning.	4.35	VS
4. Formulates the objectives and action plan of the institution.	4.37	VS
5. Closely supervises the staff or observes classes regularly.	4.39	VS
6. Enforces the institution's rules and regulations.	4.49	VS
7. Implements the current thrust prescribed by the CHED.	4.59	VS
8. Evaluates performance of the employees.	4.46	VS
9. Exercises control over the employees.	4.38	VS
10. Imposes disciplinary action on erring personnel.	4.39	VS
Grand Mean	**4.43**	**VS**
B. Coaching Style	**Mean**	**Des**
1. Disseminates information by holding regular meetings to discuss work status	4.47	VS
2. Establishes works with groups and committees.	4.34	VS
3. Establishes sound relationship with the employees.	4.31	VS
4. Builds bureaucratic/stakeholders' linkages.	4.24	VS
5. Provides opportunities for the employees to develop their skills.	4.47	VS
6. Shares decision-making with the employees.	4.31	VS
7. Solicits suggestions from the employees for the improvement	4.31	VS
8. Establishes smooth relationship with the community.	4.38	VS
9. Involves the parents in planning school programs and activities.	4.18	MS
10. Praises the employees for the work well-done and accomplished.	4.29	VS
Grand Mean	**4.33**	**VS**

C. Supporting Style	Mean	Des
1. Listens the employee's complaints and concerns.	4.19	MS
2. Considers the opinion and ideas of employees.	4.17	MS
3. Provides employee's opportunity for professional growth.	4.35	VS
4. Encourages employees to express freely their views and opinions	4.23	VS
5. Allows employees to participate in policy decision making.	4.22	VS
6. Recognizes achievements of employees.	4.28	VS
7. Provides employees with incentives and rewards for exemplary service.	4.13	MS
8. Facilitates in the procurement of instructional materials and supplies for the institution.	4.28	VS
9. Helps employees in solving their problems related to work.	4.26	VS
10. Accepts suggestions of employees for the improvement of the institution and the clienteles.	4.24	VS
Grand Mean	**4.24**	**VS**

D. Delegating Style	Mean	Des
1. Delegates authority and responsibility to the employees.	4.28	VS
2. Designates employees to attend meetings/conferences in her/his behalf	4.27	VS
3. Assigns employees to take charge of projects in the institution.	4.24	VS
4. Designates personnel to supervise on her/his behalf.	4.23	VS
5. Delegates employees to establish linkage with other agencies.	4.28	VS
6. Designates OIC to take charge of the institution when out of station.	4.33	VS
7. Appoints chairperson to take charge of the different committees.	4.37	VS
8. Involves employees in formulating objectives and programs of the institution.	4.27	VS
9. Authorizes employees to decide on routinary matter.	4.13	MS
10. Designates T and E President to conduct meetings and decide matters affecting the organization.	4.23	VS
Grand Mean	**4.26**	**VS**

4. The relationship of the school administrator's leadership styles and the employee's job satisfaction.

Table 4.0 displays the summarized Chi-square on the relationship between the school administrator's leadership styles and the employee's job satisfaction.

Non-parametric Chi-square test which resulted to a Chi-square value of 23.963 at 0.000 level of significance on directing style is found to be Highly Significant at 0.05 alpha. Phi Cramer's V value of 0.415 shows a very strong relationship between the school administrator's leadership styles and the employee's job satisfaction, (Akoglu, 2018). A disparity of employees' idea towards their job satisfaction against the school administrator's style of leadership is apparent. It clearly manifests that these employees are very committed to their job despite the fact that they were controlled by their leader.

Similarly, in terms of supporting leadership style, a Chi-square value of 14.615[a] at 0.006 level of significance is also found to be Highly Significant at 0.05 alpha. A Phi Cramer's V value of 0.324 shows a very strong relationship of job satisfaction to the supporting leadership style of the school administrator, (Akoglu, 2018). It appeared that the employees' perception on their job satisfaction towards their administrators' supporting leadership style differed. As per results on the leadership styles employed by school administrators irrespective of their profile, supporting style has not been practiced by them. It implies that these leaders lack the support and motivation to their employees, yet majority of the employees were very satisfied with their job. This can be attributed to their loyalty and commitment towards their job that no matter what, they will remain true and be cooperative.

Findings of the study conducted by Henkel and Bourdeau (2018) revealed that telling (directing) and participating (supporting) leadership styles were dominating and have significant implications when leading individuals and teams for organizational success and when teaching situational leadership skills specifically on educational leadership programs.

On the other hand, the computed Chi-square value of 2.584[a] at 0.275 level of significance on coaching style and 0.135[a] at 0.935 level of significance on delegating style resulted to be Not Significant. Data show that the employee's job satisfaction has no relationship with the coaching and delegating styles of leadership employed

by the school administrator. In other words, their job satisfaction does not depend whether coaching and delegating styles of leadership are concerned. This explains further that whenever the employees are satisfied or not satisfied with their job, it has nothing to do with the coaching or delegating styles of their school administrators. Opposite to this finding, Soponkij (2014) found that positive communication and coaching skills significantly influence employee's job satisfaction.

Table 4.0 The relationship of the School Administrator's Leadership Styles and the Employee's Job Satisfaction.

Directing Style			Job Satisfaction				x^2 value	df	p-value @ 0.05	Interpretation
			Satisfied	Moderately Satisfied	Very Satisfied	Total				
Leadership Style	Mostly Practiced	Count	8	9	8	25	23.963ª	2	0.000	**Highly Significant**
		Expected Count	2.5	5.2	17.3	25.0				
	Always Practiced	Count	6	20	88	114				
		Expected Count	11.5	23.8	78.7	114.0				
	Total	Count	14	29	96	139				
		Expected Count	14.0	29.0	96.0	139.0				

Coaching Style			Job Satisfaction				x^2 value	df	p-value @ 0.05	Interpretation
			Satisfied	Moderately Satisfied	Very Satisfied	Total				
Leadership Style	Mostly Practiced	Count	2	6	8	2	2.584ª	2	0.275	**Not Significant**
		Expected Count	2.5	5.5	8.0	2.5				
	Always Practiced	Count	12	15	27	12				
		Expected Count	8.5	18.5	27.0	8.5				
	Total	Count	30	74	104	30				
		Expected Count	32.9	71.1	104.0	32.9				

Supporting Style			Job Satisfaction				x^2 value	df	p-value @ 0.05	Interpretation
			Satisfied	Moderately Satisfied	Very Satisfied	Total				
Leadership Style	Mostly Practiced	Count	7	8	5	20	14.615ª	4	.006	**Highly Significant**
		Expected Count	4.2	5.3	10.5	20.0				
	Always Practiced	Count	10	7	11	28				
		Expected Count	5.8	7.5	14.7	28.0				
	Total	Count	12	22	57	91				

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			Satisfied	Moderately Satisfied	Very Satisfied	Total			
		Expected Count	19.0	24.2	47.8	91.0			

Delegating			Job Satisfaction				x^2 value	df	p-value @ 0.05 level of sig.	Interpretation
			Satisfied	Moderately Satisfied	Very Satisfied	Total				
Leadership Style	Mostly Practiced	Count	8	14	23	45	0.135^a	2	0.935	**Not Significant**
		Expected Count	7.4	13.6	24.0	45.0				
	Always Practiced	Count	15	28	51	94				
		Expected Count	15.6	28.4	50.0	94.0				
	Total	Count	23	42	74	139				
		Expected Count	23.0	42.0	74.0	139.0				

Significant Findings

Majority of the school administrators in the HEIs of Zamboanga Peninsula were males; aged 30 years old and below and were from private institutions.

They commonly practiced directing, coaching and delegating styles of leadership when grouped according to sex and institution; and in terms of age, directing style.

The employees were very satisfied with their job in relation to the leadership styles employed by their school administrators.

A significant relationship existed between directing and supporting leadership styles of school administrator and the employee's job satisfaction.

CONCLUSIONS

School administrators preferred leadership style which includes control over employees' actions with a bit of empowerment without encouragement and recognition, yet, committed employees were very satisfied with their job.

Recommendation

1. Private institution administrators may also practice supporting style of leadership.

2. Directing leadership may be appropriate for employees who were unwilling or afraid to try to do the job but when paired with supporting style, where motivation is made the key to show their capabilities to do the job well, the working environment may become more meaningful and pleasant to be with.

3. It is further recommended that another study be conducted to institutions in other provinces to determine if similar conditions exist.
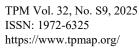
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