



Educational Leadership, Emotional Flexibility, Work Motivation and Satisfaction of Public-School Teachers

Maria Analyñ R. Hugo¹ and John Vincent C. Aliazas²

¹Reymar Compound Elementary School, Lucena City, Quezon, Philippines

²Laguna State Polytechnic University - San Pablo City, Laguna, Philippines

Abstract— This study examined the educational leadership, emotional flexibility, work motivation, and satisfaction of public-school teachers in the Lucena North District, Division of Lucena City. Using a descriptive–correlational design, the study involved 185 teachers selected through stratified random sampling from clustered schools representing large, medium, and small schools. Data were collected via a researcher-developed survey questionnaire assessing emotional flexibility, leadership practices, work motivation, and work satisfaction. Responses were analyzed using descriptive statistics (means and frequencies), Pearson’s correlation, and mediation analysis with Hayes’ PROCESS Macro. The findings revealed that teachers’ emotional flexibility and supportive, empowering leadership significantly influenced their motivation and satisfaction at work. Moreover, emotional flexibility partially mediated the relationship between educational leadership and teacher outcomes, highlighting its role as a key mechanism in promoting well-being and professional engagement. The results underscored the importance of developing emotionally flexible teachers and adopting leadership practices that balance instructional guidance with relational support to enhance motivation, satisfaction, and overall effectiveness in public schools.

Keywords— educational leadership, emotional flexibility, teacher motivation, work satisfaction.

I. INTRODUCTION

The public-school system continues to face interconnected challenges, including teacher shortages, burnout, turnover, and declining job satisfaction. These issues were further exacerbated by the COVID-19 pandemic, which introduced demands for remote and hybrid teaching, resource limitations, and increased workload expectations without adequate support (Kate et al., 2025; Manglallan & Tagadiad, 2024). As a result, many teachers struggle to fulfill professional responsibilities, leading to reduced well-being and threats to educational quality and workforce stability.

In response to these challenges, emotional flexibility has emerged as a significant psychological construct in education. It encompasses the ability to regulate emotions appropriately, adapt emotional responses to different situations, understand others’ emotions, and recover from emotional distress. Teachers with higher emotional flexibility show stronger coping skills, lower burnout, and better stress management, underscoring its relevance to teacher well-being and effectiveness (Harel et al., 2025; Lubguban et al., 2024).

Educational leadership also plays a critical role in shaping teachers’ experiences in schools by influencing perceptions of support, autonomy, fairness, collaboration, and recognition. Leadership styles such as transformational, instructional, and supportive leadership have been linked to improved teacher satisfaction,



motivation, and retention, especially when paired with strong administrative support and adequate school resources (Aguinaldo & Tagadiad, 2024; Sebulen & Jimenez, 2024). In addition, teacher motivation and job satisfaction are strongly linked to working conditions, recognition, autonomy, and professional growth opportunities.

Despite a growing body of literature on leadership, motivation, satisfaction, and emotional regulation, few studies have examined how emotional flexibility interacts with teachers' perceptions of educational leadership to influence work motivation and satisfaction. Most existing research treats these variables separately or focuses solely on direct relationships, leaving a gap in understanding potential mediating effects, particularly in post-pandemic local school contexts such as the Philippines (Ibrahim et al., 2021; Issom et al., 2023).

This study investigates the interrelationships among emotional flexibility, perceived educational leadership, work motivation, and work satisfaction among public-school teachers in the Lucena North District, Division of Lucena City. It specifically examines whether emotional flexibility is associated with perceived leadership, motivation, and satisfaction, and whether it serves as a mediator. The findings will serve as a basis for developing a teacher training program aimed at improving motivation and satisfaction in the workplace.

The study is grounded in Positive Psychology, Maslow's Hierarchy of Needs, and Emotional Intelligence Theory. Positive Psychology emphasizes well-being, resilience, and optimal functioning in educational settings, while Maslow's theory explains how fulfilling needs such as safety, recognition, and self-actualization influences motivation and satisfaction. Emotional Intelligence Theory, particularly the works of Salovey and Mayer (1990) and Goleman (1995), provides a foundation for understanding emotional flexibility, including emotional regulation, empathy, self-efficacy, and emotional management.

Using these frameworks, the study examines teachers' perceptions of educational leadership, emotional flexibility, work motivation, and work satisfaction. It also examines relationships among these variables and tests whether emotional flexibility significantly mediates the relationships between educational leadership and both motivation and satisfaction. This structured inquiry clarifies how emotional and organizational factors jointly influence teacher outcomes.

The study aims to generate evidence to guide school leaders in strengthening leadership practices and emotional support systems in schools. By examining how emotional flexibility interacts with leadership and teacher outcomes, the research seeks to contribute to improved teacher well-being, stronger motivation, and higher job satisfaction in public schools in Lucena North District.

II. CONCEPTUAL FRAMEWORK

This diagram illustrated how emotional flexibility relates to both educational leadership and teacher outcomes. The research established that emotional flexibility, which enables people to regulate their positive and negative emotions while expressing their feelings, directly influences educational leadership and work motivation. The study showed that leaders who possess emotional adaptability can effectively guide teachers, handle obstacles, and create favorable conditions for teacher motivation.



Educational leadership directly affected work motivation through leadership styles and job satisfaction initiatives and practices that enhanced learning outcomes and helped determine teacher motivation levels. Leaders who gave teachers clear guidance while providing equitable assistance and acknowledging their accomplishments created a workplace environment that encouraged teachers to increase their involvement, dedication, and motivation.

Work motivation led to work satisfaction through the development of autonomy, competence, and relatedness. The diagram showed that motivated teachers experienced higher satisfaction because their emotional flexibility and leadership abilities led to better teacher welfare. The study presented two relationships that demonstrated how emotional factors and leadership qualities affected public school teachers' work experiences.

III. METHODOLOGY

3.1 Research Approach

This study employs a quantitative research approach using a descriptive–correlational design to examine relationships among emotional flexibility, educational leadership, work motivation, and work satisfaction among public-school teachers in the Lucena North District. A quantitative approach is appropriate because it enables the systematic collection and statistical analysis of numerical data to identify patterns, relationships, and predictive associations among variables (Creswell & Creswell, 2018). The descriptive–correlational design is used to describe current levels of the variables and to determine the extent and direction of relationships without manipulating any conditions. This design is suitable for educational settings where variables naturally occur and cannot be ethically or practically controlled. It enables the researcher to investigate how emotional and organizational factors interact in real-world school environments. By using this approach, the study focuses on objective measurement, statistical interpretation, and generalizable findings. It is particularly appropriate for exploring how emotional flexibility and perceptions of educational leadership may influence teacher motivation and satisfaction. The design supports evidence-based conclusions that may guide future interventions, leadership training, and policy development in public schools.

3.2 Data Sources

The primary data for this study were collected from public elementary school teachers in the Lucena North District, Division of Lucena City. A total of 185 teachers were selected through stratified random sampling from approximately 347 teachers across 14 public elementary schools, grouped into three clusters: Central (large), Northern (medium), and Peripheral (small). Data were collected using a structured, self-administered survey questionnaire developed by the researcher and validated by experts. The instrument measured four key variables: emotional flexibility, educational leadership, work motivation, and work satisfaction. Emotional flexibility was assessed in terms of the regulation of positive and negative emotions and the communication/expression of emotions. Educational leadership was measured through six dimensions, including vision building, intellectual stimulation, individual support, professional modeling, performance expectations, and structural participation. Work motivation was measured through autonomy, competence, and relatedness, while work satisfaction included working conditions, relationships, professional development, autonomy, and compensation. Responses

were gathered using a 5-point Likert scale, allowing the quantification of teachers' perceptions and experiences for statistical analysis.

3.3 Data Analysis

The collected data were analyzed using descriptive and inferential statistical techniques to determine levels, relationships, and predictive effects among the variables. All responses were encoded, tabulated, and processed using appropriate statistical software. Descriptive statistics, specifically mean and standard deviation, were used to determine the level of emotional flexibility, educational leadership, work motivation, and work satisfaction among respondents. These measures provided a clear summary of central tendencies and response variability across all constructs. Inferential statistics were employed to test the hypotheses of the study. The Pearson Product-Moment Correlation Coefficient was used to determine the strength and direction of relationships among emotional flexibility, educational leadership, work motivation, and work satisfaction. This test was appropriate for identifying linear associations between continuous variables measured through Likert-scale responses.

To further examine the role of emotional flexibility, a mediation analysis was conducted using the Hayes PROCESS Macro. This analysis tested whether emotional flexibility significantly mediated the relationships between educational leadership and both work motivation and work satisfaction. A significance level of 0.05 was used for all statistical tests to assess whether the findings were statistically significant.

IV. FINDINGS

4.1 Level of Perception on Educational Leadership

Table 1. Summary of Results on the Level of Perception of Educational Leadership

Indicators	Mean	SD	Interpretation
Building School Visions and Goals	4.74	0.49	Very High Extent
Providing Intellectual Simulation	4.70	0.48	Very High Extent
Offering Individual Support	4.68	0.48	Very High Extent
Modelling Professional Practices	4.73	0.53	Very High Extent
Demonstrating High Performance	4.72	0.50	Very High Extent
Developing Structure for Participants	4.70	0.51	Very High Extent
Overall	4.71	0.50	Very High Extent

Table 1 shows that all dimensions of educational leadership were rated at a very high extent, indicating that public-school teachers in Lucena North District consistently perceive strong leadership practices across all areas. Among the indicators, Building School Visions and Goals ($M = 4.74$, $SD = 0.49$) had the highest mean, suggesting that school leaders are highly effective in establishing a clear, shared direction for the school. This is reflected in leaders' ability to translate school missions into actionable, measurable objectives that guide teaching practices and unify stakeholders toward common goals. In contrast, the lowest-rated dimension, still interpreted as very high extent, was Offering Individual Support ($M = 4.68$, $SD = 0.48$). This suggests that while teachers generally feel supported, individualized assistance such as mentoring, personalized professional development, and targeted guidance is

comparatively less emphasized than other leadership practices. The result implies that support mechanisms are present but may be less intensive or less consistently experienced than school-wide leadership initiatives such as vision-setting and performance expectations.

4.2 Level of Emotional Flexibility

Table 2. Summary of Results on the Level of Emotional Flexibility

Indicators	Mean	SD	Interpretation
Regulation of Positive Emotions	4.44	0.70	High Extent
Regulation of Negative Emotions	4.41	0.71	High Extent
Communication/ Expression of Emotion	4.42	0.73	High Extent
Overall	4.42	0.71	High Extent

Table 2 shows that all dimensions of emotional flexibility were rated at a high extent, indicating that public-school teachers generally demonstrate a strong capacity to regulate and express emotions in the workplace. Among the indicators, Regulation of Positive Emotions ($M = 4.44$, $SD = 0.70$) had the highest mean, suggesting that teachers are most capable of maintaining optimism, gratitude, and positive emotional states even in challenging school conditions. This is reflected in their ability to sustain supportive relationships, engage in collaborative practices, and maintain a constructive emotional outlook that contributes to a healthy school climate. In contrast, the lowest-rated dimension, although still rated highly, was Regulation of Negative Emotions ($M = 4.41$, $SD = 0.71$). This suggests that while teachers are generally capable of managing stress, anxiety, and other negative emotional responses, this aspect is slightly more challenging than sustaining positive emotions. Meanwhile, Communication/Expression of Emotion ($M = 4.42$, $SD = 0.73$) indicates that teachers are also highly capable of expressing their emotions in a constructive manner, particularly within supportive and psychologically safe school environments that encourage openness and dialogue.

4.3 Level of Work Motivation

Table 3. Summary of Results on Level of Work Motivation

Indicators	Mean	SD	Interpretation
Autonomy	4.42	0.71	High Extent
Competence	4.47	0.69	High Extent
Relatedness	4.46	0.72	High Extent
Overall	4.45	0.71	High Extent

Table 3 shows that all dimensions of work motivation among public-school teachers in Lucena North District were rated at a high extent, indicating that teachers generally experience strong motivational support across autonomy, competence, and relatedness. Among the indicators, Competence ($M = 4.47$, $SD = 0.69$) had the highest mean, suggesting that teachers feel most motivated when their skills are developed, recognized, and strengthened

through professional growth opportunities and feedback mechanisms. This underscores the importance of teachers' confidence in their abilities and the reinforcement they receive through goal-setting, training, and recognition systems that enhance their sense of effectiveness in their roles. In contrast, the lowest-rated dimension, although still interpreted as high extent, is Autonomy ($M = 4.42$, $SD = 0.71$). This suggests that while teachers generally experience freedom in making instructional decisions and managing their professional responsibilities, autonomy-related practices such as full decision-making authority and flexible control over teaching approaches are comparatively less emphasized than competence-building and relational aspects of motivation.

4.4 Level of Work Satisfaction

Table 4. Summary of Results on Level of Work Satisfaction

Indicators	Mean	SD	Interpretation
Working Condition	4.49	0.71	High Extent
Relationship	4.47	0.70	High Extent
Professional Development	4.47	0.65	High Extent
Autonomy	4.46	0.67	High Extent
Compensation	4.47	0.68	High Extent
Overall	4.45	0.71	High Extent

Table 4 shows that among the dimensions of work satisfaction, Working Condition ($M = 4.49$, $SD = 0.71$) had the highest mean, indicating that teachers are most satisfied with the physical and organizational environment of their schools, particularly in terms of safety, cleanliness, availability of resources, and overall workplace support that enables them to perform their duties effectively. In contrast, Autonomy ($M = 4.46$, $SD = 0.67$) had the lowest mean, although it was still interpreted as high, suggesting that while teachers generally experience involvement in decision-making and flexibility in instructional practices, their level of independence in managing work-related decisions is comparatively less emphasized than other aspects of satisfaction, such as working conditions, relationships, professional development, and compensation.

4.5 Significant Relationship between Level of Educational Leadership and Emotional Flexibility

Table 5. Relationship of Educational Leadership and Emotional Flexibility

Educational Leadership	Emotional Flexibility		
	Regulation of Positive Emotions	Regulation of Negative Emotions	Communication/Expression of Emotion
Building School Vision and Goals	0.694	0.663	0.640
Providing Intellectual Stimulation	0.629	0.573	0.594



Offering Individualized Support	0.689	0.677	0.667
Modelling Professional Practices	0.718	0.664	0.645
Demonstrating High Performance Expectations	0.674	0.654	0.631
Developing Structure for Participations	0.718	0.657	0.660

Table 5 shows that all dimensions of educational leadership are positively related to teachers' emotional flexibility across its three components, namely regulation of positive emotions, regulation of negative emotions, and communication/expression of emotion, as evidenced by correlation coefficients ranging from 0.573 to 0.718. The strongest relationships are observed in Modelling Professional Practices and Developing Structure for Participation with regulation of positive emotions ($r = 0.718$), indicating that when school leaders demonstrate professionalism, ethical behavior, and participatory leadership practices, teachers are more likely to effectively regulate and sustain positive emotional states in the workplace. In contrast, the weakest relationship is found between Providing Intellectual Stimulation and regulation of negative emotions ($r = 0.573$), although it still indicates a moderate to strong positive relationship, suggesting that while intellectual encouragement supports emotional functioning, its influence on managing negative emotions is comparatively less pronounced than that of other leadership dimensions. The results clearly indicate a positive relationship between educational leadership and emotional flexibility, meaning that stronger and more effective leadership practices are associated with higher levels of teachers' ability to regulate and express their emotions effectively in the school setting.

Significant Relationship between the Level of Educational Leadership and Work Motivation

Table 6. Relationship on Educational Leadership and Work Motivation

Educational Leadership	Work Motivation		
	Autonomy	Competence	Relatedness
Building School Vision and Goals	0.646	0.604	0.662
Providing Intellectual Stimulation	0.604	0.624	0.624
Offering Individualized Support	0.558	0.589	0.608
Modelling Professional Practices	0.611	0.570	0.663
Demonstrating High Performance Expectations	0.572	0.559	0.595
Developing Structure for Participations	0.612	0.573	0.633

Table 6 shows that all dimensions of educational leadership are positively related to teachers' work motivation across autonomy, competence, and relatedness, with correlation coefficients ranging from 0.558 to 0.663. The strongest relationship is between Modelling Professional Practices and Relatedness ($r = 0.663$), followed closely by Building School Vision and Goals with Relatedness ($r = 0.662$). This suggests that when school leaders

demonstrate professionalism, ethical behavior, and a shared direction for the school, teachers are more likely to feel socially connected, valued, and supported in their work environment. In contrast, the weakest relationship is between Offering Individualized Support and Autonomy ($r = 0.558$), which still indicates a moderate positive relationship. This implies that while individualized support contributes to teachers' motivation, its influence on their sense of independence and decision-making is comparatively lower than its impact on relational and competence-related aspects. Overall, the results indicate a positive relationship between educational leadership and work motivation, meaning that stronger leadership practices are associated with higher levels of teachers' autonomy, competence, and relatedness in the workplace.

4.7 Significant Relationship between the Level of Educational Leadership and Work Satisfaction

Table 7. Relationship between Educational Leadership and Work Satisfaction

Educational Leadership	Work Satisfaction				
	Working Condition	Relationship	Professional Development	Autonomy	Compensation
Building School Vision and Goals	0.689	0.695	0.711	0.698	0.632
Providing Intellectual Stimulation	0.633	0.644	0.663	0.670	0.577
Offering Individualized Support	0.593	0.642	0.699	0.648	0.576
Modelling Professional Practices	0.625	0.683	0.709	0.685	0.619
Demonstrating High Performance Expectations	0.600	0.637	0.662	0.631	0.571
Developing Structure for Participations	0.625	0.655	0.699	0.655	0.578

Table 7 shows that all dimensions of educational leadership are positively related to teachers' work satisfaction across working conditions, relationships, professional development, autonomy, and compensation, with correlation coefficients ranging from 0.571 to 0.711. The strongest relationship is between Building School Vision and Goals and Professional Development ($r = 0.711$), followed closely by Modelling Professional Practices and Professional Development ($r = 0.709$). This suggests that when school leaders establish a clear direction and model professional behavior, teachers are more likely to experience growth opportunities, skill development, and continuous learning within the school environment. In contrast, the weakest relationship is between Demonstrating High Performance Expectations and Compensation ($r = 0.571$), which still indicates a moderate to strong positive relationship. This implies that while high performance standards contribute to satisfaction, their influence on financial and material rewards is comparatively less direct than their impact on developmental and relational aspects. Overall, the results indicate a positive relationship between educational leadership and work

satisfaction, meaning that stronger leadership practices are associated with higher levels of teacher satisfaction across all dimensions of their work experience.

4.8 Significant Relationship between the Level of Emotional Flexibility and Work Satisfaction

Table 8. Relationship on Emotional Flexibility and Work Satisfaction

Emotional Flexibility	Work Satisfaction				
	Working Condition	Relationship	Professional Development	Autonomy	Compensation
Regulation of Positive Emotions	0.779**	0.837**	0.821**	0.807**	0.763**
Regulation of Negative Emotions	0.743**	0.835**	0.829**	0.816**	0.781**
Communication/Expression of Emotion	0.770**	0.841**	0.833**	0.805**	0.758**

Table 8 shows that all dimensions of emotional flexibility have strong positive relationships with teachers' work satisfaction across working conditions, relationships, professional development, autonomy, and compensation, as indicated by correlation coefficients ranging from 0.743 to 0.841. The strongest relationship is observed between Communication/Expression of Emotion and Relationship ($r = 0.841$), followed closely by Regulation of Positive Emotions and Relationship ($r = 0.837$). These findings suggest that when teachers can openly express and effectively regulate their emotions, they are more likely to experience stronger workplace relationships, collaboration, and social support within the school environment. In contrast, the weakest relationship is found between Regulation of Negative Emotions and Working Condition ($r = 0.743$), although it still indicates a strong positive relationship. This implies that while emotional control over negative feelings contributes to satisfaction, its direct influence on the physical and environmental aspects of work is comparatively less pronounced than its impact on interpersonal and developmental dimensions. Overall, the results indicate a strong positive relationship between emotional flexibility and work satisfaction, meaning that higher levels of emotional regulation and expression among teachers are associated with greater satisfaction across all aspects of their work environment.

4.9 Significant Relationship between the Level of Work Motivation and Work Satisfaction

Table 9. Relationship on Work Motivation and Work Satisfaction

Work Motivation	Work Satisfaction				
	Working Condition	Relationship	Professional Development	Autonomy	Compensation
Autonomy	0.806**	0.845**	0.825**	0.842**	0.768**
Competence	0.777**	0.837**	0.812**	0.797**	0.722**
Relatedness	0.818**	0.876**	0.845**	0.840**	0.800**



Table 9 results show that educational leadership, emotional flexibility, and work motivation are significantly and positively related to work satisfaction, with correlation coefficients generally ranging from moderate to strong. For educational leadership, the strongest relationships appear in Modeling Professional Practices and Building School Vision and Goals, particularly with professional development (r up to 0.711), autonomy (up to 0.698), and relatedness (up to 0.663), indicating that clear direction and effective role modeling are strongly associated with higher teacher satisfaction. Emotional flexibility also shows strong positive relationships across all satisfaction domains, with Communication/Expression of Emotion (r up to 0.841) and Regulation of Negative Emotions (r up to 0.829) showing the highest links, especially with relationship and professional development satisfaction. Work motivation yields the strongest correlations overall, particularly Relatedness with relationship satisfaction ($r = 0.876$) and Autonomy with autonomy satisfaction ($r = 0.842$).

4.10 Mediation Relationship of Emotional Flexibility on Educational Leadership and Work Satisfaction

Table 10. Mediating Relationship of Emotional Flexibility to Educational Leadership and Work Satisfaction

95% Confidence Interval							
Effect	Estimate	SE	Lower	Upper	Z	P	& Mediation
Indirect	0.749	0.0728	0.606	0.892	10.29	<.001	72.4
Direct	0.285	0.0710	0.146	0.425	4.02	<.001	27.6
Total	1.034	0.0699	0.897	1.171	14.80	<.001	100.0

The mediation analysis showed that emotional flexibility functioned as a strong mediator linking educational leadership to work satisfaction. Educational leadership produced work satisfaction through a total effect measured at 1.034. The researchers found both the direct and indirect effects to be statistically significant at $p < .001$ when they assessed the direct and indirect effects of educational leadership on work satisfaction. The total impact of educational leadership peaked through emotional flexibility, which accounted for 72.4 percent of the total impact because educational leadership utilized emotional flexibility to assist teachers in their emotional management and social interactions.

4.11 Mediation Relationship of Work Motivation to Educational Leadership and Work Satisfaction

Table 11. Mediating Relationship of Work Motivation to Educational Leadership and Work Satisfaction

95% Confidence Interval							
Effect	Estimate	SE	Lower	Upper	Z	P	& Mediation
Indirect	0.697	0.0681	0.563	0.830	10.24	<.001	67.4
Direct	0.338	0.0584	0.223	0.452	5.78	<.001	32.6
Total	1.034	0.0699	0.897	1.171	14.80	<.001	100.0



The mediation analysis established a highly significant mediation structure, showing a total effect of 1.034 (SE = 0.0699, 95% CI [0.897, 1.171], $Z = 14.80$, $p < .001$). This total effect comprised an indirect effect of 0.697 (SE = 0.0681, 95% CI [0.563, 0.830], $Z = 10.24$, $p < .001$) and a direct effect of 0.338 (SE = 0.0584, 95% CI [0.223, 0.452], $Z = 5.78$, $p < .001$). The indirect effect accounted for 67.4% of the total effect, indicating that most of the educational leadership's influence on work satisfaction was channeled through work motivation, while 32.6% operated through a direct pathway independent of work motivation. With both effects significant and all confidence intervals excluding zero, the results supported partial mediation — work motivation explained a substantial portion of the underlying mechanism, though educational leadership retained a meaningful and independent direct effect on work satisfaction.

V. DISCUSSION

5.1 Findings on Educational Leadership

Teachers perceive educational leadership to a very high extent, reflecting strong and consistent implementation of leadership practices within schools. This indicates that school heads are effective in providing direction, structure, and professional guidance that support instructional processes and school improvement. Among the leadership dimensions, individualized support appears slightly less emphasized than others, suggesting that leadership practices tend to be more system-oriented than personalized. Transformational leadership, as supported in the literature, generally strengthens organizational direction and performance; however, individualized consideration requires more focused and sustained attention to fully address teachers' diverse needs (Aguinaldo & Tagadiad, 2024; Yu, 2024).

5.2 Findings on Emotional Flexibility

Teachers demonstrate a high level of emotional flexibility, particularly in regulating positive emotions, indicating their capacity to maintain optimism and constructive emotional states despite workplace demands. This reflects strong emotional competence that supports positive classroom interactions and professional engagement. However, regulating negative emotions received a slightly lower rating, suggesting that managing stress, frustration, and other adverse emotions remains comparatively more challenging — a pattern consistent with literature identifying emotional regulation as a complex skill shaped by workplace stressors and available support systems (Archer et al., 2024; Harel et al., 2025). The high level of emotional expression further suggests that teachers operate within a school environment that encourages communication and openness (Belmes et al., 2025).

5.3 Findings on Work Motivation

Teachers exhibit a high level of work motivation across autonomy, competence, and relatedness, reflecting strong intrinsic and extrinsic motivational conditions in the workplace. Competence emerged as the highest-rated dimension, suggesting that teachers are most motivated when they feel skilled, capable, and professionally supported through training, feedback, and recognition. Autonomy, however, registered the lowest rating, indicating that while teachers experience some degree of independence, opportunities for full decision-making and instructional freedom may still be limited. This pattern aligns with motivation theories, which recognize that



competence and relatedness often serve as stronger motivational drivers when autonomy remains less fully developed (Maslow, 1943; Wang & Shakibaei, 2025).

5.4 Findings on Work Satisfaction

Teachers experience a high level of work satisfaction across all dimensions, reflecting generally positive perceptions of their working environment and professional conditions. Working conditions emerged as the highest-rated dimension, suggesting that safety, cleanliness, access to resources, and organizational support are central factors in shaping teacher satisfaction. In contrast, autonomy registered the lowest rating, implying that while teachers participate in instructional and professional decisions, their level of independence in decision-making may still be comparatively limited. These findings support research emphasizing that satisfaction is shaped by both environmental and structural factors, while autonomy is largely dependent on leadership style and organizational design (Aguinaldo & Tagadiad, 2024; Hanum, 2024).

5.5 Relationship Between Educational Leadership and Emotional Flexibility

A positive relationship exists between educational leadership and emotional flexibility, indicating that stronger leadership practices are associated with better emotional regulation and expression among teachers. Leadership behaviors such as modeling professionalism and developing participatory structures show stronger associations, suggesting that supportive and inclusive leadership enhances teachers' emotional stability and positive emotional functioning. Intellectual stimulation, by contrast, shows a relatively weaker relationship with emotional regulation, implying that cognitive encouragement alone has less influence on emotional adaptability. This is consistent with studies affirming that transformational and supportive leadership significantly strengthens teachers' emotional resilience and psychological flexibility (Sasere & Matashu, 2025; El Achi et al., 2025).

5.6 Relationship Between Educational Leadership and Work Motivation

A positive relationship is observed between educational leadership and work motivation, indicating that effective leadership practices enhance teachers' sense of autonomy, competence, and relatedness. Leadership dimensions such as modeling professional practices and building school vision show stronger associations, suggesting that clear direction, ethical behavior, and shared goals strengthen teachers' sense of belonging and professional motivation. Individualized support, however, shows a weaker relationship with autonomy, implying that personalized leadership has less influence on independence compared to relational and competence-based motivation. This aligns with research affirming that transformational leadership enhances teacher motivation by fostering professional growth and strengthening workplace relationships (Collie, 2023; Antonius et al., 2024).

5.7 Relationship Between Educational Leadership and Work Satisfaction

A positive relationship is evident between educational leadership and work satisfaction across all dimensions, suggesting that leadership practices significantly shape teachers' overall workplace experience. Stronger associations with professional development indicate that leadership is particularly effective in promoting learning opportunities, skill enhancement, and continuous growth. Weaker relationships with compensation, however, suggest that leadership has limited influence over financial and extrinsic rewards, which are typically determined



by institutional policies rather than leadership actions. This is consistent with literature affirming that transformational leadership primarily enhances intrinsic and developmental aspects of job satisfaction rather than material benefits (Aguinaldo & Tagadiad, 2024; Cogaltay et al., 2016).

5.8 Relationship Between Emotional Flexibility and Work Satisfaction

A strong positive relationship exists between emotional flexibility and work satisfaction, indicating that teachers who effectively regulate and express their emotions tend to experience higher levels of satisfaction in their work. Stronger associations between emotional expression and workplace relationships suggest that emotional openness enhances collaboration, trust, and social support among colleagues. Regulation of negative emotions, by contrast, shows a slightly weaker relationship with working conditions, suggesting that emotional skills are more strongly linked to interpersonal than to environmental aspects of satisfaction. This aligns with research identifying emotional intelligence as a key predictor of teacher well-being and job satisfaction (Archer et al., 2024; Belmes et al., 2025).

5.9 Relationship Between Work Motivation and Work Satisfaction

A strong positive relationship is found between work motivation and work satisfaction, indicating that motivated teachers tend to experience higher satisfaction across all work domains. The strongest association appears between relatedness and relationship satisfaction, highlighting the importance of social connection and workplace belonging in shaping positive work experiences. Competence, however, shows a relatively weaker relationship with compensation, suggesting that skill development is more closely tied to intrinsic satisfaction than to financial rewards. These findings align with motivational theories that position autonomy, competence, and relatedness as core drivers of job satisfaction and engagement (Maslow, 1943; Wang & Shakibaei, 2025).

5.10 Mediation of Emotional Flexibility

Emotional flexibility significantly mediates the relationship between educational leadership and work satisfaction, indicating that leadership influences satisfaction largely by enhancing teachers' capacity to regulate and express emotions. The strong indirect effect suggests that emotional processes serve as a key mechanism through which leadership translates into positive workplace outcomes. Nevertheless, the presence of a direct effect confirms that leadership also independently contributes to satisfaction beyond emotional pathways. This supports research emphasizing that psychological flexibility amplifies the impact of leadership on well-being and organizational outcomes (Archer et al., 2024; Harel et al., 2025).

5.11 Mediation of Work Motivation

Work motivation significantly mediates the relationship between educational leadership and work satisfaction, indicating that leadership enhances satisfaction primarily by strengthening teachers' motivational states. The strong indirect effect suggests that autonomy, competence, and relatedness function as key mechanisms through which leadership influences workplace satisfaction. The significant direct effect, however, confirms that leadership also contributes independently to satisfaction beyond motivational pathways. This aligns with self-determination

theory, which holds that fulfilling basic psychological needs is essential for sustaining satisfaction and engagement in the workplace (Maslow, 1943; Wang & Shakibaei, 2025).

VI. MANAGERIAL IMPLICATIONS

The findings suggest that school administrators should strengthen transformational and participative leadership practices, particularly in vision-building, professional modeling, and structured collaboration, as these practices are strongly linked to teachers' emotional flexibility, motivation, and job satisfaction. School heads need to maintain clear communication of goals while also providing more personalized support to teachers to enhance their emotional and professional experiences. In addition, implementing wellness programs and emotional regulation support may help teachers manage workplace stress effectively, thereby improving overall functioning (Archer et al., 2024; Çelik & Tuzgöl Dost, 2025). Moreover, because motivation plays a key mediating role, administrators should enhance autonomy, competence, and relatedness through recognition systems, professional development, and a collaborative school culture to sustain teacher engagement and retention (Garcia & Santos, 2022; Collie, 2023).

VII. CONCLUSION

Based on the study's findings, all null hypotheses were rejected, indicating significant relationships among educational leadership, emotional flexibility, work motivation, and work satisfaction among public-school teachers in the Lucena North District. Specifically, educational leadership was significantly related to emotional flexibility, work motivation, and work satisfaction, and emotional flexibility was also significantly associated with both work motivation and work satisfaction. In addition, emotional flexibility significantly mediated the relationships between educational leadership and both work motivation and work satisfaction. Likewise, work motivation also served as a significant mediator in the relationship between educational leadership and work satisfaction. The results emphasize that effective educational leadership, supported by teachers' emotional flexibility and motivation, plays a crucial role in enhancing work satisfaction in the school context.

ACKNOWLEDGEMENT

The researcher extends his deepest gratitude to Almighty God for the wisdom, strength, and perseverance granted throughout the completion of this study. Sincere appreciation is also given to his thesis adviser for the invaluable guidance, constructive feedback, and unwavering support that significantly contributed to the development of this research.

The researcher likewise acknowledges the members of the thesis panel for their insightful suggestions and recommendations that improved the quality of this work.

Special thanks are extended to the Division of Lucena City, the school administrators of Lucena North District, and the teacher-respondents for their cooperation and participation.

Finally, heartfelt gratitude is given to family, friends, and colleagues for their continuous encouragement and support throughout this academic journey.



REFERENCES

- [1] Abdulpatta, A., Pelotos, L. & Segundo, T. (2024). Exploring Factors Influencing Job Satisfaction among Public School Teachers: A Comprehensive Study. *International Journal of Research and Innovation in Social Science (IJRISS)*, 8(9), 494-508. <https://doi.org/https://dx.doi.org/10.47772/IJRISS.2024.809045>
- [2] Aguinaldo, R. & Tagadiad, C. (2024). Leadership Attributes of School Heads, Classroom Instructional Environment and School Facilities: A Structural Equation Model on Job Satisfaction of Public-School Teachers in Region XI. *International Journal of Research and Innovation in Social Science (IJRISS)*, 8(11), 1649-1667. <https://doi.org/https://dx.doi.org/10.47772/IJRISS.2024.8110130>
- [3] Alvarez, M. D. (2022). Work Motivation and Job Satisfaction among Public School Teachers. *International Journal of Multidisciplinary: Applied Business and Education Research (IJMABER)*
- [4] Antonius, A., Angraeni, A., & Aulia, R. (2024). The role of educational management in promoting teacher motivation and job satisfaction across primary and secondary schools. *Educia Journal*, 2(2), 90-97. <https://doi.org/10.71435/610415>
- [5] Archer, R., Lewis, R., Yarker, J., Zernerova, L. & Flaxman, P. (2024). Increasing workforce psychological flexibility through organization-wide training: Influence on stress resilience, job burnout, and performance. *Journal of Contextual Behavioral Science*. 33. <https://doi.org/10.1016/j.jcbs.2024.100799>
- [6] Belmes, M.G., Abellana, A. & Orongan, R. (2025). Emotional Well-Being and Organizational Commitment of Teachers Instructional Delivery. *International Journal of Research and Innovation in Social Science (IJRISS)*, 9(03), 3979-4032. <https://doi.org/https://dx.doi.org/10.47772/IJRISS.2025.903SEDU0285>
- [7] Bhandari, P. (2021). Correlational Research | When & How to Use. Scribbr. <https://www.scribbr.com/methodology/correlational-research/>
- [8] Billaudeau, N., Alexander, S., Magnard, L., Temam, S. & Vercambre, M.N. (2022). What Levers to Promote Teachers' Wellbeing during the COVID-19 Pandemic and Beyond: Lessons Learned from a 2021 Online Study in Six Countries. *International Journal of Environmental Research on Public Health*. 19(15), 9151. <https://doi.org/10.3390/ijerph19159151>
- [9] Caballero, J.R. & Bantulo, J. (2025). Principals' School Management Styles and Motivations of Teachers toward School Performance. *European Journal of Education Studies*. 12(5). <https://oapub.org/edu/index.php/ejes/article/view/5937>
- [10] Çelik, H., & Tuzgöl Dost, M. (2025). The effect of psychological flexibility, meaning in life, and work engagement on teacher burnout. *International Journal of Psychology and Educational Studies*, 12(3), 214-227. <https://dx.doi.org/10.52380/ijpes.2025.12.3.1405>
- [11] Cogaltay, N., Yalcin, M., & Karadag, E. (2016). Educational leadership and job satisfaction of teachers: a meta-analysis study on the studies published between 2000 and 2016 in Turkey. *Eurasian Journal of Educational Research*, 62, 255-282, <http://dx.doi.org/10.14689/ejer.2016.62.13>
- [12] Cohen, J. (1992). A power primer. *Psychological Bulletin*, 112(1), 155-159. <https://doi.org/10.1037/0033-2909.112.1.155>
- [13] Cohen, L., Manion, L., & Morrison, K. (2018). *Research Methods in Education* (8th ed.). Routledge. <https://doi.org/10.4324/9781315456539>



- [14] Collie, R. (2023). Teachers' work motivation: Examining perceived leadership practices and salient outcomes. *Teaching and Teacher Education*. 135. <https://doi.org/10.1016/j.tate.2023.104348>
- [15] Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). SAGE Publications.
- [16] Cuadrado, E., Jimenez-Rosa, M. & Taberero, C. (2022). Risk and Protective Factors of Emotional Exhaustion in Teachers. A Moderating Mediation on Emotional Exhaustion. *Journal of Work and Organizational Psychology*. <https://doi.org/10.5093/jwop2022a10>
- [17] Dela Cruz & Ching (2024). Role of Work Task Motivation on the Teachers' Management of Learning, Behavior in Teaching and Performance. *TWIST Journal* (Volume 19, Issue 3)
- [18] Delgado, P. L. (2024). Transparent Compensation Frameworks and Their Impact on Teacher Loyalty and Organizational Commitment. *Global Journal of Management and Social Sciences (GJMSS)*, 7(1), 45-59.
- [19] Delos Santos, J. C. (2022). Transformational Leadership of School Heads and Its Relationship to the Work Conditions and Professional Development of Teachers. *Journal of Education and Practice (JEP)*, 13(15), 45-56.
- [20] Delos Santos, J. C. (2023). Perceptions, Motivations, and Experiences of the Newly Hired Public School Teachers on the 2023 Hiring Policy Guidelines. *International Journal of Multidisciplinary: Applied Business and Education Research (IJMABER)*
- [21] Durón Ramos, M. F. (2024). Mini Review on the Importance of Positive Psychology in Education. *International Journal of Education & Research*, 2(5). <https://doi.org/10.33552/IJER.2024.02.000550>
- [22] Einav, M., Confino, D., Geva, N. & Margalit, M. (2024). Teachers' Burnout - The Role of Social Support, Gratitude, Hope, Entitlement and Loneliness. *International Journal of Applied Positive Psychology*. 9, 827-849. <https://link.springer.com/article/10.1007/s41042-024-00154-5>
- [23] El Achi, S., Al Maalouf, N., Barakat, H., & Mawad, J. L. (2025). The impact of transformational leadership and work environment on teachers' performance in crisis-affected educational settings. *Administrative Sciences*, 15(7), 256. <https://doi.org/10.3390/admsci15070256>
- [24] Garcia, M. P. (2023). Competitive Compensation and Its Influence on Teacher Motivation and Retention in Public Schools. *International Journal of Humanities, Social Sciences and Management (IJHSSM)*, 3(3), 105-118.
- [25] Garcia, M. P. (2022). Emotional Intelligence and Its Correlation with Job Satisfaction and Organizational Citizenship Behavior among Public School Teachers. *Journal of Humanities and Social Sciences Review (JHSSR)*, 10(2), 85-97.
- [26] Garcia, M.P. (2022). The Mediating Role of Intrinsic Motivation on the Relationship Between Managerial Support, Workplace Engagement, and Job Satisfaction Among Educators. *Journal of Management and Development Studies (JMDS)*
- [27] Garcia, M. P., & Santos, R. (2022). Transformational Leadership Practices and Their Impact on Teacher Motivation and Professional Engagement in Public Schools. *Journal of Management, Economics, and Social Sciences (JMESS)*, 5(2), 22-35.
- [28] Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. Bantam Books.



- [29] Hanum, G. K. (2024). The impact of teacher training, school leadership, and curriculum innovation on student performance and teacher job satisfaction in secondary schools. *The Eastasouth Journal of Learning and Educations*, 2(03), 161-172. <https://doi.org/10.58812/esle.v2i03.369>
- [30] Hardianto, H. (2025). The influence of reward, transformational leadership and motivation on job satisfaction of primary teachers. *Journal of Pedagogical Research*, 9(4), 67-80.
- [31] Harel, O., Hemi, A. & Gigi, E. (2025). Emotional regulatory flexibility mitigates effects of school-related stress. *National Library of Medicine*. 15(1), 25455. DOI: 10.1038/s41598-025-10708-5
- [32] Heale, R., & Twycross, A. (2015). Validity and reliability in quantitative studies. *Evidence-Based Nursing*, 18(3), 66-67. <https://doi.org/10.1136/eb-2015-102129>
- [33] Heale, R., & Twycross, A. (2020). What is correlational research? *Evidence-Based Nursing*, 23(3), 72-73. <http://dx.doi.org/10.1136/ebnurs-2020-103282>
- [34] Ibrahim, Z., Zalam, W.Z., Foster, B., Afrizal, T., Johansyah, M., Saputra, J., Bakar, A., Dagang, M.M. & Ali, S.N. (2021). Psychosocial Work Environment and Teachers' Psychological Well-Being: The Moderating Role of Job Control and Social Support. *International Journal of Environmental Research and Public Health*. 18(14), 7308. doi: 10.3390/ijerph18147308
- [35] Ismail, S., Zubairi, A. M., & Paramboor, J. (2023). Malaysian In-Service Teachers' Intrinsic and Extrinsic Motivation towards Teaching English. *IJUM Journal of Educational Studies*, 11(1), 105-118. <https://doi.org/10.31436/ijes.v11i1.457>
- [36] Issom, F.L., Agustiani, H., Purba, F.D. & Lubis, F.Y. (2025). Determinants of Middle and High School Teachers' Well-Being: A Systematic Review. *Psychology Research and Behavior Management*. 12(18), 575-587. doi: 10.2147/PRBM.S481848.
- [37] Jennings, P. A., & Greenberg, M. T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research*, 79(1), 491-525. <https://doi.org/10.3102/0034654308325693>
- [38] Jiang, X., & Tong, Y. (2025). Emotional intelligence and innovative teaching behavior of pre-service music teachers: the chain mediating effects of psychological empowerment and career commitment. *Frontiers in Psychology*, 16. <https://doi.org/10.3389/fpsyg.2025.1557806>
- [39] Johnson, A., & Smith, B. (2022). The Impact of Workplace Environment on Employee Turnover Intention: The Mediating Role of Job Satisfaction and Work Stress. *Frontiers in Psychology* (specifically within the Organizational Psychology section)
- [40] Kate, K.G.C., Mag-aso, M.S., Catanio, T.D., Dal, J., Antiola, E.J., Wongloy, J. & Pelandas, A.M. (2025). Work-Life Balance and Teaching Motivation as a Predictor of the Commitment of Public Secondary School Teachers. *International Journal of Research and Innovation in Social Science (IJRISS)*. 9(3), 1608-1621. <https://dx.doi.org/10.47772/IJRISS.2025.90300127>
- [41] Kemethofer, D. (2021/2025). Does educational leadership enhance instructional quality? Evidence on setting directions and managing instructional processes. *International Journal of Leadership in Education*. <https://doi.org/10.1080/13603124.2021.2021294>

- [42] Kollerova, L., Kveton, P., Zabrodska, K. & Janosova, P. (2023). Teacher exhaustion: The effects of disruptive student behaviors, victimization by workplace bullying, and social support from colleagues. *Social Psychology of Education*. 26, 885-902. <https://doi.org/10.1007/s11218-023-09779-x>
- [43] Li, Z., et al. (2024). How distributed leadership affects social and emotional competence in adolescents: The chain mediating role of student-centered instructional practices and teacher self-efficacy. *Frontiers in Psychology*. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC10886073>
- [44] Liang et al. (2024). Exploring Talent Management on Employee Performance in Chinese Higher Education Institutions: The Interplay of Job Engagement and Job Satisfaction. *Humanities and Social Sciences Communications (Nature Portfolio)*
- [45] Lin, Q. (2022). The relationship between distributed leadership and teacher innovativeness: Mediating roles of teacher autonomy and professional collaboration. *Frontiers in Psychology*, 13, 948152. <https://doi.org/10.3389/fpsyg.2022.948152>
- [46] Lobo, J. (2024). Perceived instructor's emotional support and its mediating effect on the relationship between academic resilience and study engagement. *Interpersona*, 18(2), 238-264. <https://doi.org/10.5964/ijpr.10549>
- [47] Lodico, M. G., Spaulding, D. T., & Voegtle, K. H. (2010). *Methods in Educational Research: From Theory to Practice* (2nd ed.). Jossey-Bass.
- [48] Lopez, M. L. (2024). Talent Management and Psychological Ownership: Drivers of Job Satisfaction and Retention Among Educators. *International Journal of Multidisciplinary: Applied Business and Education Research (IJMABER)*, 5(2), 415-429.
- [49] Lopez, R. A. (2023). Emotional Regulation and Collaborative Synergy: Its Impact on Teacher Dedication and Perceived Supervisory Support. *Journal of Psychology and Behavioral Studies (JPBS)*, 5(2), 114-128.
- [50] Lopez, R. A. (2021). Leadership Behaviors, Autonomy, and Professional Development: A Path Analysis of Teacher Job Satisfaction". *Philippine Journal of Public Administration (PJPA)*.
- [51] Lopez, R. A., & Cruz, J. C. (2023). Transformational Leadership Practices of School Heads and Their Influence on Teachers' Emotional Intelligence and Communication Competencies. *International Journal of Research Studies in Education (IJRSE)*, 12(7), 89-102.
- [52] Lubguban, N., Balili, L., Tiomes, M., Zabate, G. & Fernandez, E. (2024). Experiences of School Leaders in Managing Entrepreneurial Behavior of Teachers: A Case Study. *International Journal of Research and Innovation in Social Science (IJRISS)*, 8(09), 3605-3621. <https://doi.org/https://dx.doi.org/10.47772/IJRISS.2024.8090300>
- [53] Makwana, D., Engineer, P., Dabhi, A.L. & Chudasama, H. (2023). Sampling Methods in Research: A Review. *ResearchGate*. 7(3); 762-768. https://www.researchgate.net/publication/371985656_Sampling_Methods_in_Research_A_Review
- [54] Makwana, K., Dave, N., & Sharma, R. (2023). Random sampling techniques in educational research. *International Journal of Research in Education and Science*, 9(2), 45-53. <https://doi.org/10.46328/ijres.3509>



- [55] Manglallan, N. & Tagadiad, C. (2024). Transformational Leadership of School Heads, Team Building Effectiveness, and Stress Management Competency: A Structural Equation Model on Attitude to Organizational Change of Teachers. *International Journal of Research and Innovation in Social Science (IJRISS)*. 8(9), 1393-1410. <https://doi.org/https://dx.doi.org/10.47772/IJRISS.2024.8090114>
- [56] Martinez, E. R. & Santos, R. (2022). Impact of Health Benefits and Incentive Programs on Job Satisfaction and Professional Engagement of Teachers. *International Journal of Theory and Application in Elementary and Secondary School Education (IJTAESE)*.
- [57] Martinez, E. R. (2024). The Power of Expression: Linking Emotional Intelligence and Communication to Workplace Relationships and Job Satisfaction among Educators. *Journal of Behavioral Sciences and Education (JBSE)*.
- [58] Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, 50(4), 370–396. <https://doi.org/10.1037/h0054346>
- [59] Mayer, J. D., Salovey, P., & Caruso, D. R. (2008). Emotional intelligence: New ability or eclectic traits? *American Psychologist*, 63(6), 503–517. <https://doi.org/10.1037/0003-066X.63.6.503>
- [60] Mendoza, L. K. (2023). The Triple Threat of Purpose, Skill, and Connection: How Mediating Variables Control the Success of Leadership Interventions on Teacher Satisfaction. *Philippine Journal of Educational Research and Psychology (PJERP)*.
- [61] Mifsud, D. (2022). A systematic review of school distributed leadership (2010–2022). *Journal of Educational Administration*. <https://doi.org/10.1080/00220620.2022.2158181>
- [62] Misaki, S. (2021). Lucena City Education Stats 2018. Scribd. <https://www.scribd.com/document/502210451/Education-Statistics-2018-LUCENA>
- [63] Moura, D., Orgambidez-Ramos, A., & Gonçalves, G. (2014). Role stress and work engagement as antecedents of job satisfaction: Results from Portugal. *Europe's Journal of Psychology*, 10(2), 291-300. <https://doi.org/10.5964/ejop.v10i2.714>
- [64] Nwoko, J., Emeto, T., Malau-Aduli, A. & Malau-Aduli, B. (2023). A Systematic Review of the Factors That Influence Teachers' Occupational Wellbeing. *International Journal of Environmental Research and Public Health*. 20(12), 6070. <https://doi.org/10.3390/ijerph20126070>
- [65] Oczon, R. (2023). Department of Education Schools Division of Lucena City. SLR Information Technology Solutions. <https://depedlucenadms.com/>
- [66] Okcu, V., Cemaloglu, N. & Ay, I. (2024). The Effect of School Principals' Empowering Leadership Behaviors on Well-Being at Work: The Mediating Role of Organizational Ostracism. *The Asia Pacific Education Researcher*. 34, 771-791. <https://doi.org/10.1007/s40299-024-00895-6>
- [67] Ortan, F., Simut, C., Simut, R. (2021). Self-Efficacy, Job Satisfaction and Teacher Well-Being in the K-12 Educational System. *International Journal of Environmental Research and Public Health*. 18(23), 12763. doi: 10.3390/ijerph182312763
- [68] Pal, R. K. (2025). A review Article on Various Theories of Motivation in the Teaching Sector. *International Research Journal of Education and Technology*. DOI:10.5281/ZENODO.14926187



- [69] Ramirez, J. R. (2023). Job Satisfaction and Work Performance of Public School Teachers: A Basis for a Management Intervention Program. *International Journal of Research Publications (IJRP)*
- [70] Reyes, J. A. (2023). Collaborative Leadership and Teacher Autonomy: Their Influence on Job Satisfaction and Professional Commitment. *Journal of Psychology and Social Sciences (JPSS)*, 5(1), 78-92.
- [71] Reyes, J. A. (2023). Teacher Autonomy, Work Engagement, and Job Satisfaction among Public School Teachers. *International Journal of Multidisciplinary: Applied Business and Education Research (IJMABER)*
- [72] Reyes, J. P. (2022). Path-Goal Leadership Styles of School Heads: Its Impact on Teachers' Emotional Adaptability and Occupational Stress. *Journal of Psychology and Behavior Studies (JPBS)*, 4(2), 34-48.
- [73] Reyes, J. P. (2021). Intrinsic Motivation and Social Belonging: Key Drivers of Job Satisfaction and Organizational Commitment Among Public School Teachers. *Philippine Social Science Journal (PSSJ)*.
- [74] Richter, E., Fütterer, T., Eisenkraft, A., & Fischer, C. (2025). Profiling Teachers' Motivation for Professional Development: A Nationwide Study. doi:10.1177/00224871241247777
- [75] Salovey & Mayer (1990). Emotional Intelligence. Publication: *Imagination, Cognition and Personality*. Volume 9, Issue 3. 185-211
- [76] Sandholm, D. (2023). Teachers' experiences with positive education. *International Review of Education*. <https://doi.org/10.1080/0305764X.2022.2093839>
- [77] Santos, R. (2022). Autonomy and Competence as Predictors of Workplace Satisfaction Among Public School Educators. *Journal of Educational Psychology and Instructional Design (JEPID)*.
- [78] Sasere, O. B., & Matashu, M. (2025). The Direct and Cascading Impacts of School Leaders' Emotional Intelligence on Teachers and Students: A Systematic Review. *Education Sciences*, 15(9), 1168. <https://doi.org/10.3390/educsci15091168>
- [79] Savina, E., Fulton, C. & Beaton, C. (2025). Teacher Emotional Competence: A Conceptual Model. *Educational Psychology Review*. 37(40). <https://link.springer.com/article/10.1007/s10648-025-10018-2>
- [80] Sebulen, M. & Jimenez, O. (2024). Examining the Impact of Administrative Support on Transformational Leadership and Teacher Job Satisfaction. *International Journal of Research and Innovation in Social Science (IJRISS)*. DOI:10.51244/IJRSI.2024.11110066
- [81] Seligman, M. E. P., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. *American Psychologist*, 55(1), 5-14. <https://doi.org/10.1037/0003-066X.55.1.5>
- [82] Setyaningrum, A. E., & Rahmania, F. A. (2025). Applying Maslow's motivation theory to enhance teacher productivity in Islamic boarding schools. *Asian Journal Collaboration of Social Environmental and Education*, 3(1), 30-44. <https://doi.org/10.61511/ajcsee.v3i1.2025.1942>
- [83] Skaalvik, E. M., & Skaalvik, S. (2011). Teacher job satisfaction and motivation to leave the teaching profession: Relations with school context, feeling of belonging, and emotional exhaustion. *Teaching and Teacher Education*, 27(6), 1029-1038. <https://doi.org/10.1016/j.tate.2011.04.001>
- [84] Soydan, S., Akalin, N. & Korkmaz, A. (2024). The Effect of Preschool Teachers' Emotion Regulation Skills and Levels of Cognitive Flexibility on Classroom Management. *Bartın University Journal of Faculty of Education*. 13(2), 301-318. <https://doi.org/10.14686/buefad.1212588>



- [85] Suyitno, S. (2024). Teacher's Work Motivation: In Terms of Principal's Leadership and School Culture. *Journal of Education and Teaching (JET)*, 5(1), 70-90. <https://doi.org/10.51454/jet.v5i1.349>
- [86] Tan, B. S. (2024). Modeling Professionalism: The Influence of School Heads' Conduct on Teachers' Emotional Regulation and Collaborative Classroom Environments. *Journal of Educational Management and Social Sciences (JEMSS)*, 5(1), 112-126.
- [87] Tan, B. S. (2023). The Interaction of Social Connection and Achievement Motivation on the Professional Development and Compensation Satisfaction of Educators. *Asia-Pacific Journal of Educational Management and Social Innovation (APJEMSI)*.
- [88] Tan & Villanueva (2022). Teacher Autonomy and Its Impact on Work Motivation and Professional Commitment among Public School Teachers. *International Journal of Multidisciplinary: Applied Business and Education Research (IJMABER)*
- [89] Thomas, L. (2020). Simple Random Sampling | Definition, Steps & Examples. Scribbr. <https://www.scribbr.com/methodology/simple-random-sampling>
- [90] Thomas, R. (2020). *Research methodology and design in social sciences*. Sage Publications.
- [91] Torres, A. M. (2024). Synergizing Leadership Practices and Reward Systems: A Multi-Dimensional Analysis of Teacher Motivation and Job Satisfaction. *Philippine Journal of Education Management and Social Sciences (PJEMSS)*, 6(2), 201-215.
- [92] Torres & Villanueva (2023). Job Satisfaction and Work Performance of Public School Teachers in the Philippines. *International Journal of Multidisciplinary: Applied Business and Education Research (IJMABER)*
- [93] Villanueva, R. A. (2024). High-Performance Standards and Social Capital: Catalysts for Teacher Professional Development and Goal Attainment. *Journal of Social Sciences and Educational Research (JSSER)*, 6(1), 154-168.
- [94] Wang, W., & Shakibaei, G. (2025). Exploring the correlation between teacher work motivation and engagement in online classes: the mediating role of job satisfaction. *BMC Psychology*, 13, 516. <https://doi.org/10.1186/s40359-025-02857-z>
- [95] Wang, Y., Zai, F. & Zhou, X. (2025). The Impact of Emotion Regulation Strategies on Teachers' Well-Being and Positive Emotions: A Meta-Analysis. *Behavioral Science*. 15(3), 342. <https://doi.org/10.3390/bs15030342>
- [96] Yu, X. (2024). A framework for transformational leadership to enhance teacher's work performance. *Frontiers in Psychology*. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC11300363/>