

TRANSFORMATIONAL LEADERSHIP STYLE, TEACHER SATISFACTION AND RETENTION IN LOCAL UNIVERSITIES AND COLLEGES (LUCs) IN ORIENTAL MINDORO

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ABSTRACT

This study investigated the relationship between transformational leadership styles, teacher satisfaction, and retention rates among faculty members in Local Universities and Colleges (LUCs) in Oriental Mindoro during A.Y. 2024-2025. Specifically, it aimed to assess how faculty members perceive the transformational leadership style of administrators or school heads, their own level of job satisfaction, and their intent to remain in their institutions. A descriptive-correlational research design was employed, utilizing a researcher-made questionnaire administered to 92 faculty members selected through stratified random sampling. Data were analyzed using Pearson correlation and regression analysis. The research followed a structured and systematic data-gathering procedure. Findings revealed significant positive relationships: a high positive correlation between transformational leadership style and teacher satisfaction ($r = 0.743$, $p < 0.001$), a moderate positive correlation between transformational leadership style and retention ($r = 0.639$, $p < 0.001$), and a high positive correlation between teacher satisfaction and retention ($r = 0.891$, $p < 0.001$). Stepwise regression analysis further confirmed that inspirational motivation and individualized consideration are significant predictors of retention, and all four dimensions of teacher satisfaction significantly contribute to faculty retention. The study concludes that transformational leadership substantially enhances teacher satisfaction and retention in LUCs in Oriental Mindoro by fostering a supportive, motivating, and growth-oriented environment. These findings provide empirical evidence of the critical role leadership plays in promoting faculty well-being and institutional stability.

Keywords: Descriptive Correlational Study, Transformational Leadership Style, Teacher Satisfaction, Retention, Local Universities and Colleges (LUCs)

METHODS

Research Design

This study utilized a descriptive-correlational research design to examine the relationship between transformational leadership style, teacher satisfaction, and teacher retention in Local Universities and Colleges (LUCs) in Oriental Mindoro for the Academic Year 2024–2025. The primary objective was to assess the extent of transformational leadership practices, evaluate their impact on teacher satisfaction, and determine how these factors influence teacher retention. Additionally, the study aimed to explore the interrelationships among these variables. The

descriptive survey method was employed to systematically observe, document, analyze, and interpret current conditions, behaviors, and trends related to leadership and faculty experiences. As Bhandari (2021) emphasizes, a descriptive-correlational design is appropriate when exploring associations between variables without manipulating them, thereby enabling researchers to identify natural patterns and relationships within a defined population.

Sources of Data

The researcher utilized a researcher-made questionnaire specifically designed for this purpose to collect the necessary data for this study. The questionnaire was personally administered to faculty members in Local Universities and Colleges (LUCs) in Oriental Mindoro and served as the main source of primary data.

Population of the Study

This study explored transformational leadership, teacher satisfaction, and retention in Local Universities and Colleges (LUCs) in Oriental Mindoro for A.Y. 2024–2025. Faculty members served as the population, with respondents selected through stratified random sampling to ensure proportional representation. A total of 92 participants were distributed as follows: 49 from City College of Calapan, 14 each from Baco and Pola Community Colleges, 7 from Colegio de Puerto Galera, and 8 from Colegio de Naujan.

Instrumentation and Validation

The researcher used a self-made questionnaire with three parts: transformational leadership, teacher satisfaction, and teacher retention in LUCs in Oriental Mindoro. The instrument was validated by experts in research, language teaching, and statistics, whose feedback guided its revision. After approval from the research adviser, a pilot test was conducted. Reliability, measured using Cronbach's Alpha, showed excellent internal consistency: .976 for leadership, .947 for satisfaction, and .967 for retention.

Evaluation and Scoring

To assess the transformational leadership styles of administrator/school heads and level teacher satisfaction, and the level of retention in Local Universities and Colleges (LUCs) in Oriental Mindoro the following measures were used

Scale	Range	Categorical Answer	Verbal Interpretation
4	3.50-4.00	Strongly Agree	Very High
3	2.50-3.49	Agree	High
2	1.75 -2.49	Disagree	Low
1	1.00 -1.74	Strongly Disagree	Very Low

Data Gathering Procedure

The researcher obtained permission from the Administrator/School Head and coordinated with faculty or staff to facilitate the study. Survey questionnaires, with attached consent forms, were personally distributed and collected to ensure accurate and complete responses. Respondents were given ample time to answer. Data were tabulated for analysis in compliance with the Data Privacy Act of 2012 (RA 10173).

Statistical Treatment of Data

1. Weighted mean was used to describe the a) extent of transformational leadership style in terms of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration; b) level of teacher satisfaction in terms of work environment, compensation and benefits, professional development opportunities and leadership support and c) extent of retention in terms of job commitment, professional growth, organizational support and work-life balance.
2. Pearson's r Moment Correlation Coefficient was used to determine the relationship between the extent of transformational leadership, level of teacher satisfaction and extent of retention.
3. Regression analysis was used to determine the predictive power of the extent of transformational leadership style and level of teacher support on the extent of retention.

Presentation, Analysis, and Interpretation of Data

1. Transformational Leadership Style of Administrator/School Heads

Table 1
Transformational Leadership Style of Administrator/School Heads

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Idealized influence (Charisma)	3.52	Very High	1
2. Inspirational motivation	3.48	High	2
3. Intellectual stimulation	3.41	High	3
4. Individualized consideration	3.32	High	4
Overall Weighted Mean	3.43	High	

Table 1 presents the assessment of the Transformational Leadership Style of school heads based on four key dimensions. The overall weighted mean is 3.43, which falls under the High category, indicating that school heads generally exhibit strong transformational leadership behaviors. The highest-rated dimension is Idealized Influence (Charisma) with a mean of 3.52 (Very High), suggesting that school heads are well-respected and serve as role models to their staff. This is followed by Inspirational Motivation (mean = 3.48), Intellectual Stimulation (mean = 3.41), and Individualized Consideration (mean = 3.32), all rated High, reflecting consistent but slightly lower performance in these areas.

The findings align with Menon's (2023) study on transformational leadership during the COVID-19 pandemic, where teachers observed effective leadership behaviors. However, a lack of

individualized consideration was noted, consistent with its lower rating among the five leadership dimensions.

2. Respondents' Level of Teacher Satisfaction

Table 2
Respondents' Level of Teacher Satisfaction

Indicators	Weighted Mean	Verbal Interpretation	Rank
1.Work environment	3.26	High	2
2.Compensation and benefits	2.57	High	4
3.Professional development opportunities	3.03	High	3
4.Leadership support	3.34	High	1
Overall Weighted Mean	3.05	High	

Table 2 shows the respondents' level of Teacher Satisfaction across four indicators, with an overall weighted mean of 3.05, indicates as high satisfaction. The highest-rated aspect is Leadership Support (mean = 3.34), indicating that teachers feel most satisfied with the guidance and backing they receive from school leaders. This is followed by Work Environment (mean = 3.26), Professional Development Opportunities (mean = 3.03), and Compensation and Benefits (mean = 2.57), which received the lowest rating but still falls within the High interpretation range.

The results of the study support that conducted by Li et al. (2025). Their study examines the interrelationships among personality traits, perceived organizational support, self-efficacy, and job satisfaction in influencing teacher job performance. It was highlighted that perceived organizational support directly and indirectly influences teacher job performance through personality traits, self-efficacy, and job satisfaction.

3. Level of Retention in LUCs in Oriental Mindoro

Table 3
Level of Retention in LUCs in Oriental Mindoro

Indicators	Weighted Mean	Verbal Interpretation	Rank
1.Job commitment	3.12	High	2
2.Professional growth	3.15	High	1
3.Organizational support	3.10	High	3
4.Work-life balance	3.01	High	4
Overall Weighted Mean	3.10	High	

Table 3 presents the extent of Retention among respondents, assessed across four key indicators. The overall weighted mean is 3.10, shows as High, indicates that the factors influencing teacher retention are generally high. The highest-rated indicator is Professional Growth (mean = 3.15), suggesting that opportunities for advancement and learning play a significant role in encouraging teachers to stay. This is followed by Job Commitment (mean = 3.12), Organizational Support (mean = 3.10), and Work-Life Balance (mean = 3.01), all also rated High. Adriano and Callaghan

(2020) found out that teacher faced challenges like inadequate working space, irregular working hours, lack of institutional support, and role conflicts, which adversely affected their well-being.

4.1. Relationship Between the Transformational Leadership Style and Level of Teacher Satisfaction

Table 4
Relationship Between the Transformational Leadership Style and Level of Teacher Satisfaction

Variables	Statistical Treatment (Pearson's)	p-value	Decision	Interpretation
Transformational leadership and teacher satisfaction	$r=.743$ (high correlation)	.000**	H_0 rejected	Significant
**Significant @.01				

Table 4 shows the result of a Pearson's correlation analysis between the transformational leadership style and the level of teacher satisfaction. The correlation coefficient is $r = 0.743$, indicating a high positive correlation between the two variables. The p-value is 0.000, which is less than the 0.01 level of significance, leading to the rejection of the null hypothesis. This means the relationship is statistically significant.

Ozdemir et al. (2024) found that teacher professional learning and self-efficacy serve as significant mediators in this relationship. Their findings suggest that transformational leadership positively influences job satisfaction by enhancing teachers' professional development opportunities and belief in their teaching abilities.

4.2. Relationship Between the Transformational Leadership Style and Level of Retention

Table 5
Relationship Between the Transformational Leadership Style and Level of Retention

Variables	Statistical Treatment (Pearson's)	p-value	Decision	Interpretation
Transformational leadership and extent of retention	$r=.639$ (moderate correlation)	.000**	H_0 rejected	Significant
**Significant @.01				

Table 5 presents the Pearson's correlation result between the transformational leadership style and the extent of retention. The correlation coefficient is $r = 0.639$, indicating a moderate positive correlation. The p-value is 0.000, which is below the 0.01 significance level, leading to the rejection of the null hypothesis. This means the relationship is statistically significant. In the

study conducted (Ali et al., 2024), which found that transformational and transactional leadership significantly impact employee retention. The direct effects of transformational leadership (TFL) on employee engagement were found to be significant, while transactional leadership (TSL) has no significant direct influence on employee engagement.

4.3 Relationship Between the Level of Teacher Satisfaction and Level of Retention

Table 6

Relationship Between the Level of Teacher Satisfaction and Level of Retention

Variables	Statistical Treatment (Pearson's)	p-value	Decision	Interpretation
Teacher satisfaction and extent of retention	$r=.891$ (high correlation)	.000**	H_0 rejected	Significant
**Significant @.01				

Table 6 displays the Pearson's correlation result between the level of teacher satisfaction and the level of retention. The correlation coefficient is $r = 0.891$, indicating a high positive correlation. With a p-value of 0.000, which is below the 0.01 level of significance, the null hypothesis is rejected, confirming that the relationship is statistically significant.

Moreover, Shibiti study (2020) found that teachers who were satisfied with aspects such as compensation, work-life balance, and professional development opportunities exhibited higher levels of engagement and were more likely to remain in their positions.

5.1. Regression Analysis of the Transformational Leadership and Level of Teacher Satisfaction on the Level of Retention

Table 7

Regression Analysis of the Transformational Leadership on the Level of Retention

Predictors	Dependent Variable	β	R ²	ANOVA	p-value	t	p-value	Decision	Interpretation
Inspirational motivation	Retention	.426	.431	F=33.646	.000	3.485	.001**	H ₀ rejected	Significant
Individualized consideration		.272				2.226	.029*	H ₀ rejected	Significant
Idealized influence		-.165				-.943	.348	Failed to reject H ₀	Not Significant
		.063				.367	.714	Failed to reject H ₀	Not Significant
*Significant @ .05 **Significant @.01									

Table 7 reveals that inspirational motivation and individualized consideration significantly predicted faculty retention, explaining 43.10% of its variance ($F = 33.646$). Their p-values (.001 and .029) were below the .01 and .05 significance levels, leading to the rejection of the null hypothesis. In contrast, idealized influence (.348) and intellectual stimulation (.714) were not significant. A one-unit increase in inspirational motivation and individualized consideration led

to a .426 and .272 increase in retention, respectively, confirming their predictive power. Furthermore, transformational leadership significantly affects teacher retention rates, with components like inspirational motivation and individualized consideration playing crucial roles. Teachers in schools with high levels of these transformational practices reported higher job satisfaction and were more likely to stay, Naz (2023).

5.2. Regression Analysis of the Level of Teacher Satisfaction on the Level of Retention

Table 8
Regression Analysis of the Level of Teacher Satisfaction on the Level of Retention

Predictors	Dependent Variable	β	R^2	ANOVA	p-value	t	p-value	Decision	Interpretation
Work environment	Retention	.300	.799	F=86.714	.000	3.988	.000**	H ₀ rejected	Significant
Compensation and benefits		.330				5.219	.000**	H ₀ rejected	Significant
Professional development opportunities		.157				2.244	.027*	H ₀ rejected	Significant
Leadership support		.298				4.661	.000**	H ₀ rejected	Significant
*Significant @ .05 **Significant @.01									

Table 7 presents a regression analysis showing that teacher satisfaction explains 79.9% of the variance in retention ($R^2 = 0.799$, $F = 86.714$, $p = 0.000$). All four predictors significantly affect retention. Compensation and Benefits ($\beta = 0.330$), Work Environment ($\beta = 0.300$), and Leadership Support ($\beta = 0.298$) have strong positive effects ($p = 0.000$), while Professional Development ($\beta = 0.157$, $p = 0.027$) shows a smaller but significant impact. These findings highlight the key role of satisfaction factors—especially compensation, environment, and support—in influencing retention.

Shibiti (2020) explores the relationship between teachers' satisfaction with retention factors—such as work environment, compensation, career growth opportunities, and supervisor support—and their work engagement. The findings suggest that a safe and supportive work environment, opportunities for professional development, and adequate compensation are crucial for enhancing teacher satisfaction and retention.

6. Proposed Action Plan

Rationale for Action Plan on Transformational Leadership Style to Enhance Teacher Satisfaction and Improve Retention Rates

In any educational institution, teachers are the backbone of academic success and student development. However, rising cases of teacher burnout, job dissatisfaction, and high turnover rates highlight the urgent need for effective leadership strategies aimed at improving their overall work experience. An action plan focused on leadership is not just beneficial—it is necessary.

Areas of Concern	Objectives	Strategies / Activities	Person Involved	Time Frame	Budgetary Allocation	Indicators of Success
Transformational Leadership	Enhance the leadership capabilities of College administrators/school heads	<ul style="list-style-type: none"> - Conduct leadership training on inspirational motivation and individualized consideration - Establish regular feedback and evaluation systems for leadership practices 	College Administrators /School Heads, HR, External Trainers, Faculty, Deans, Program Heads	Quarterly / Every Semester	₱150,000 annually	95% Improved leadership assessment scores and faculty feedback 98% Positive changes in leadership evaluations
Teacher Satisfaction	Increase job satisfaction among faculty members	<ul style="list-style-type: none"> - Conduct regular dialogues and feedback sessions to address concerns - Improve workplace facilities and teaching resources - Review and enhance compensation and benefits packages - Provide regular professional development programs 	Faculty, Deans, Program Heads, College Administrators, Property Custodian, HR, Finance Director, External Speakers	Bi-monthly / Semi-annually / Annually	₱150,000 annually	98% Higher satisfaction ratings in internal surveys 98% Enhanced faculty working conditions and environment 98% Competitive salary scales and improved benefits offered
Faculty Retention	Retain qualified and competent faculty members	<ul style="list-style-type: none"> - Implement flexible work arrangements and work-life balance policies - Introduce a structured retention and incentive program - Design clear career development and mentoring programs 	Admin, HR Admin, Director Deans, Program Heads	Within 3 months Start of Academic Year Ongoing	₱400,000 annually	97% Reduced faculty turnover and higher retention rate 99% Increased faculty engagement and long-term commitment 98% Faculty advancement and mentorship tracking reports

SUMMARY OF FINDINGS

The results of the present study were summarized as follows:

1. Transformational leadership style in local universities and colleges in Oriental Mindoro as assessed by the Respondents

School heads are perceived to demonstrate a high level of transformational leadership, with particular strength in charisma and inspiring others. While all components of transformational

leadership are evident, individualized support and intellectual stimulation are slightly less emphasized.

2. Level of teacher satisfaction as assessed by the Respondents

Teachers report a generally high level of satisfaction, particularly with leadership support and work environment. However, satisfaction with compensation and benefits, while still rated high, lags behind other areas, indicating a potential area for improvement.

3. Level of retention in Local Universities and Colleges (LUCs) in Oriental Mindoro as assessed by the Respondents

Teachers report a high level of retention influenced mainly by their opportunities for professional growth and strong job commitment. Organizational support and work-life balance also contribute positively but to a slightly lesser degree.

4. Relationship Between the Transformational Leadership Style and Level of Teacher Satisfaction

4.1. Relationship Between the Transformational Leadership Style and Level of Teacher Satisfaction

There is a strong and significant positive relationship between transformational leadership and teacher satisfaction. As school heads demonstrate more transformational leadership behaviors, teacher satisfaction levels also tend to increase.

4.2. Relationship Between the Transformational Leadership Style and Level of Retention

There is a significant and moderately strong relationship between transformational leadership and teacher retention. As transformational leadership increases so does the likelihood of teachers staying in their positions.

4.3. Relationship Between the Level of Teacher Satisfaction and Level of Retention

There is a very strong and significant relationship between teacher satisfaction and retention. Higher satisfaction among teachers is strongly associated with a greater likelihood of them staying in their roles.

5. Regression Analysis of the Transformational Leadership and Level of Teacher Satisfaction on the Level of Retention

5.1. Regression Analysis of the Transformational Leadership on the Level of Retention

Results showed that for every one-unit increase in inspirational motivation and individualized consideration, there are .426 and .272 increase in faculty retention, respectively.

5.2. Regression Analysis of the Level of Teacher Satisfaction on the Level of Retention

Teacher satisfaction components—particularly compensation, work environment, and leadership support—significantly influence retention. Professional development also plays a role, though to a lesser level.

6. The action plan should be developed to sustain the transformational leadership style, teacher satisfaction and retention in Local Universities and Colleges (LUCs) in Oriental Mindoro.

CONCLUSION

Based on the findings of the study, the study conclusions were drawn:

1. Overall, school heads in the study exhibit a strong transformational leadership style, effectively influencing and motivating staff through their vision and character. Enhancing support for individual teacher needs and promoting creative problem-solving may further strengthen their leadership effectiveness.

2. Overall, teachers are highly satisfied with their roles, especially in terms of leadership and workplace conditions. To enhance overall satisfaction further, school administrators may consider strengthening compensation packages and expanding professional development opportunities.
3. The findings indicate that retention among teachers is strongly supported by professional development and a sense of commitment to their roles. Maintaining these strengths while improving work-life balance and organizational support can further enhance retention efforts within the school system.
4. Transformational leadership significantly enhances teacher satisfaction and retention, as school leaders who are visionary, supportive, and empowering foster a motivated, engaged, and committed teaching workforce—reducing turnover and promoting stability within the educational environment.
5. Teacher satisfaction is a crucial factor in improving retention, as educators who feel valued, well-compensated, supported by leadership, and provided with opportunities for professional growth are more likely to stay in the profession. Maintaining a positive work environment and prioritizing these key satisfaction elements are essential for reducing teacher turnover and retaining high-quality educators.
6. Inspirational motivation and individualized consideration are significant predictors of the level of retention.
7. The action plan should be implemented to sustain the transformational leadership style, teacher satisfaction and retention in Local Universities and Colleges (LUCs) in Oriental Mindoro

RECOMMENDATIONS

Based on the findings and conclusions, the researcher recommends the following:

1. Administrators/School heads should continue to strengthen their transformational leadership by focusing more on individualized support and encouraging creative problem-solving among faculty. Providing mentorship programs, regular feedback sessions, and personalized support can help address individual faculty needs and foster a more inclusive leadership culture.
2. Administrators/School heads should prioritize the review and enhancement of their compensation and benefits. While non-monetary factors like leadership support and work environment are strong, fair, and competitive compensation is essential for maintaining motivation, job satisfaction, and long-term retention.
3. LUCs in Oriental Mindoro should maintain strong support for professional development while also implementing policies that promote better work-life balance and increased organizational support, such as flexible schedules and wellness programs.
4. Administrators/School heads should be encouraged to strengthen their visionary and empowering leadership approaches by involving teachers in goal-setting, recognizing their contributions, and providing consistent encouragement and support in their roles.
5. Administrators and school heads should enhance inspirational motivation and individualized consideration by clearly communicating a shared vision, recognizing achievements, and providing personalized, consistent support—fostering open communication, a sense of purpose, and belonging that significantly contribute to higher faculty retention.
6. Administrators and policy maker of the study should create a policy revision on inspirational motivation like giving award and certificate of recognition in a formal ceremony.

7. Administrators and school heads should implement the developed action plan, along with regular monitoring and evaluation, to ensure the effective application of transformational leadership and to enhance teacher satisfaction and retention in Local Universities and Colleges (LUCs) in Oriental Mindoro.
8. Researcher should continue to monitor and evaluate the implementation of the proposed action plan to assess its long-term impact on transformational leadership, teacher satisfaction, and faculty retention.
9. Future researchers may explore similar studies in other regions or institutions, including private and different academic levels, and to use qualitative methods for deeper insight into teachers' experiences and leadership impacts.

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