The Influence of Social Justice Leadership of School Heads on the Occupational Satisfaction of Basic Education Teachers

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Abstract: This study aimed to determine the relationship between the perceived social justice leadership of school heads and occupational satisfaction of basic education teachers in Sta. Maria East District, Sta. Maria, Davao Occidental. This study utilized the descriptive-correlational design with one hundred basic education teachers selected using quota sampling technique. In gathering data, the researcher adapted a survey questionnaire both for the social justice leadership and occupational satisfaction. Ethical considerations were observed in data collection. The collated data were subjected to statistical tests such as mean, Pearson's r and multiple linear regression. Findings showed that the extent of perceived social justice leadership of school heads is extensive, which means that the perceived social justice leadership of school heads is oftentimes manifested. The extent of occupational satisfaction of basic education teachers is extensive, which means that their occupational satisfaction is oftentimes manifested. There was a moderate significant relationship between the perceived social justice leadership and occupational satisfaction. The indicators of social justice leadership that influenced the occupational satisfaction were equitable resource distribution, inclusive decision-making, and anti-discrimination policies and practices. With this, the Department of Education should revisit the policy for fair and competitive teacher compensation, benefits, and working conditions.

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I.   INTRODUCTION

The role of leadership in educational settings has long been a subject of interest, particularly how it impacts various aspects of school life. One emerging focus is on social justice leadership, a leadership style that emphasizes equity, inclusion, and fairness. While much has been said about its impact on student outcomes, there is limited research on how social justice leadership influences the occupational satisfaction of teachers. This study aims to fill this gap by examining the relationship between social justice leadership and occupational satisfaction among teachers.

Given the critical role that teachers play in shaping educational outcomes, understanding the factors that contribute to their job satisfaction is of paramount importance. While international, national, and local studies have explored various aspects affecting teacher satisfaction, there is a noticeable gap in literature concerning the influence of social justice leadership.

This study, titled "The Influence of Social Justice Leadership of School Heads on the Occupational Satisfaction of Basic Education Teachers" aimed determine the extents of perceived social justice leadership of school heads and occupational satisfaction of basic education teachers in Sta. Maria East District, Sta. Maria, Davao Occidental during the School Year 2023-2024. Specifically, this study aimed to determine if relationship exists between the perceived social justice leadership of school heads and occupational satisfaction of basic education teachers, as well as the degree of their relationship. Moreover, this study sought to determine which indicators of social justice leadership of school heads significantly influence the occupational satisfaction of basic education teachers.

This study on the influence of social justice leadership on teachers' occupational satisfaction provided valuable insights for various stakeholders in the educational ecosystem. Department of Education officials used the findings to develop targeted policies that enhanced teacher retention and improved the educational environment. School heads implemented leadership strategies and policies that fostered inclusivity and equity, promoting a positive work

environment. For teachers, the study validated the importance of social justice and empowered them to advocate for better working conditions. Students benefited indirectly as satisfied teachers were likely to improve educational outcomes. Lastly, the study served as a foundation for future research in educational leadership and teacher satisfaction.

In conclusion, this study sought to address the gap in literature regarding the impact of social justice leadership on the occupational satisfaction of teachers. By focusing on the perceived leadership practices of school heads in Sta. Maria East District, Sta. Maria, Davao Occidental, the research aimed to uncover the extent of this influence during the 2023-2024 school year. Understanding the relationship between social justice leadership and teacher satisfaction not only contributes to the existing body of research but also provides practical insights for improving the work environment for educators.

II. METHOD

The research employed a descriptive-correlational research design using the survey method. This design is particularly apt for the study as it allows for the exploration of relationships between variables—in this case, social justice leadership and occupational satisfaction without manipulating any of the variables. The survey method is chosen for its efficiency in collecting data from a large sample, which enhances the generalizability of the findings. By employing this design and method, the study aims to capture the nuanced relationships between social justice leadership and various indicators of occupational satisfaction, providing both breadth and depth in understanding these complex phenomena.

The respondents of this study consisted of 100 basic education teachers from Sta. Maria East District, Sta. Maria, Davao Occidental. The sampling procedure employed for selecting these respondents is simple quota sampling. In this method, the researcher decided on a fixed number (quota) of respondents from specific subgroups to be included in the sample.

The research instrument for gathering data on social justice leadership was adapted from Theoharis (2007). This work provides a comprehensive framework for understanding social justice leadership in educational settings. Theoharis' instrument is designed to measure various dimensions of social justice leadership, such as equitable resource distribution, inclusive decision-making, and anti-discrimination practices. Given its focus and rigor, this instrument is well-suited for capturing the nuances of social justice leadership as experienced and perceived by basic education teachers.

For gathering data on occupational satisfaction, the research instrument adapted from Spector (1985). This instrument, known as the Job Satisfaction Survey, is widely used for measuring job satisfaction across various human service professions. It covered multiple facets of

occupational satisfaction, including professional growth, which is a key focus of this study. Spector's instrument provides a validated and reliable measure for assessing the level of professional satisfaction among teachers, making it an appropriate choice for this research.

In conclusion, this study effectively utilized a descriptive-correlational research design and survey method to explore the relationship between social justice leadership and occupational satisfaction among basic education teachers in Sta. Maria East District, Sta. Maria, Davao Occidental. The use of quota sampling ensured a representative sample of 100 teachers, enhancing the generalizability of the findings. The research instruments, adapted from Theoharis (2007) for social justice leadership and Spector (1985) for occupational satisfaction, provided comprehensive and reliable data on these important variables. By combining these well-established tools and research methods, the study offers valuable insights into how social justice leadership influences teachers' job satisfaction, contributing to the broader understanding of leadership practices in educational settings.

III. RESULTS AND DISCUSSIONS

The results present the findings and discussion based on the data gathered. The presentation is organized in four sections: first, social justice leadership of school heads; second, occupational satisfaction of basic education teachers; third, relationship between the social justice leadership and occupational satisfaction of basic education teachers; and fourth, domains of social justice leadership that significantly influence the occupational satisfaction of basic education teachers.

The first theme presented the Social Justice Leadership of School Heads in terms of equitable resource distribution, inclusive decision-making, and anti-discrimination policies and practices. the overall mean value on the extent of social justice leadership of school heads is 4.04, which is described as "extensive". This indicates that, as perceived by the basic education teachers, the equitable resource distribution, inclusive decision-making, and anti-discrimination policies and practices of school heads are oftentimes manifested. This implies that the social justice leadership of school heads in Sta. Maria East District, Sta. Maria, Davao Occidental is oftentimes manifested. This means that school heads that prioritize social justice are committed to equity, inclusiveness, advocacy, and empowerment.

The second theme presents the extent of occupational satisfaction of basic education teachers in terms of school culture and resources, support and interactions, and salary and flexibility. the overall mean value on the extent of occupational satisfaction of basic education teachers is 4.14, which is described as "extensive". This indicates that the school culture and resources, support and interactions, and salary and flexibility are oftentimes manifested by the basic education teachers. This implies that the occupational satisfaction of basic education teachers in Sta. Maria East

District, Sta. Maria, Davao Occidental is oftentimes manifested.

In the third theme, the test of relationship between the social justice leadership of school heads and occupational satisfaction of basic education teachers in Sta. Maria East District, Sta. Maria, Davao Occidental was presented. It reveals that the relationship between the social justice leadership of school heads and occupational satisfaction of basic education teachers is moderate (R=0.49) and it is significant (p-value=0.001<0.05) at .05 level of significance. It shows that the social justice leadership of school heads significantly influenced the occupational satisfaction of basic education teachers in Sta. Maria East District, Sta. Maria, Davao Occidental. This implies that when the perceived social justice leadership of school heads is always manifested, the occupational satisfaction of the basic education teachers would be high.

The fourth theme presented is the test of the indicators of social justice leadership of school heads that that significantly influence the occupational satisfaction of basic education teachers in Sta. Maria East District, Sta. Maria, Davao Occidental. It reveals that at 0.05 level of confidence, Equitable Resource Distribution (B=0.116, p-value=0.030<0.05), Inclusive Decision-Making (B=0.121, p-value=0.007<0.05), and Anti-Discrimination Policies and Practices (B=0.138, p-value=0.002<0.05) significantly influenced the occupational satisfaction of basic education teachers. It further shows that the model of occupational satisfaction is fit (F=5.61, p-value=0.001<0.05). This indicates that when the equitable resource distribution of the school heads as perceived by the teachers is always manifested, the occupational satisfaction of the basic education teachers in Sta. Maria East District, Sta. Maria, Davao Occidental would become high. This implies that equitable resource distribution ensures that teachers have the tools, materials, and support they need to perform their tasks effectively.

The extent of social justice leadership of school heads is extensive. This means that the perceived social justice leadership of school heads in Sta. Maria East, Sta. Maria, Davao Occidental is oftentimes manifested. The extent of occupational satisfaction of basic education teachers is extensive. This means that the occupational satisfaction of basic education teachers in Sta. Maria East District, Sta. Maria, Davao Occidental is oftentimes manifested.

The result also shows that there is a significant positive relationship between the perceived social justice leadership of school heads and occupational satisfaction of basic education teachers. Moreover, the degree of the relationship is moderate. This means that when the perceived social justice leadership of school heads teachers is always manifested, the occupational satisfaction of basic education teachers would be high. Lastly, the result of the regression analysis shows that equitable resource distribution, inclusive decision-making, and anti-discrimination policies and practices are the indicators of social justice leadership of school heads that influenced the occupational satisfaction of basic education teachers in Sta. Maria East, Sta. Maria, Davao Occidental.

The perceived social justice leadership of school heads is oftentimes manifested. This encourages the school heads on the enhancement of having a pleasant, inclusive, and equitable school environment that fosters teacher morale, student achievement, community engagement, and organizational values. School leaders that prioritize social justice leadership can help to create a more just and equitable educational system for all stakeholders.

IV. CONCLUSION

In conclusion, this study highlights the critical need for the Department of Education to revisit policies regarding teacher compensation, benefits, and working conditions to ensure fair and competitive remuneration that reflects teachers' qualifications and contributions. The Davao Occidental School Division should also address teacher workload and job-related stressors to prevent burnout and enhance teacher well-being. Schools must focus on fostering supportive leadership practices that empower teachers through open communication and regular feedback. Additionally, teachers should prioritize ongoing professional development aligned with their career goals and teaching needs. Finally, future researchers can build on this study to explore how various contextual factors, such as school characteristics and cultural norms, influence teacher satisfaction, further informing policies and practices that benefit educators and the broader educational community.

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