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Research Article

Influence of Path-Goal Theory of Leadership Styles and the Moderating Role of Task Structure in Leadership on Teachers' Satisfaction, Motivation, and Performance

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ABSTRACT

This study investigated the influence of path-goal theory of leadership styles and the moderating role of task structure in leadership on teachers' satisfaction, motivation, and performance in the Division of San Pablo City public secondary schools. The research design adopted for this study was a descriptive-correlational study involving survey questionnaires administered to 579 junior high school teachers across 13 public secondary schools. Data analysis utilized mean, standard deviation, Pearson's correlation coefficient, and multiple regression analysis. Findings indicate that teachers perceived their school heads as demonstrating directive, supportive, participative, and achievement-oriented leadership styles. Task structure in leadership was generally perceived favorably. Teachers exhibited moderate job satisfaction, positive work motivation, and very satisfactory performance across various domains. Correlation analysis revealed significant positive relationships between path-goal theory of leadership styles, work motivation, and teachers' performance. However, no significant relationship was found between leadership styles, task structure in leadership, and job satisfaction. Task structure in leadership showed a weak negative correlation with job satisfaction and a moderate negative correlation with aspects of work motivation but no significant relationship with teachers' performance. Regression analysis demonstrated that path-goal theory of leadership styles directly influenced work motivation and teachers' performance, while job satisfaction had a strong baseline level independent of leadership styles. Task structure in leadership moderated the relationship between leadership styles, job satisfaction, and teachers' performance but did not moderate work motivation. This study contributes to understanding leadership practices that positively influence teachers' motivation and performance, offering implications for enhancing school leadership and improving educational quality.

Keywords: *Path-Goal Theory, Task Structure, Teacher Outcomes*

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Introduction

The pursuit of quality education is a central thrust in the Philippine educational system. It involves raising academic standards to achieve excellence. Quality education is realized through a well-designed curriculum, sufficient resources, and effective school heads and teachers. Leadership styles play a crucial role in school management, and the Department of Education is actively working through school heads to improve the quality of education, given the increasing number of public schools to meet societal needs.

Leadership is defined as engaging and guiding the talents and energies of teachers, students, and parents to achieve shared educational objectives. It requires coordination between leaders and followers to accomplish organizational goals. Effective leadership involves accurate assessments, knowledge of different approaches, and understanding of the environment and context (Saleem & Noshaba, 2021).

School heads should be able to influence their staff, parents, and other education stakeholders to ensure the achievement of school objectives. This includes ensuring that teachers perform well and that students excel academically. Employing appropriate leadership styles that influence teachers' job satisfaction and performance is crucial for achieving academic excellence in schools. Additionally, teachers play a pivotal role in national development by shaping and developing learners who contribute to the country's progress. Therefore, enhancing the quality of teachers and upholding high teaching standards is essential for long-term and sustainable nation-building (Gepila Jr., 2020).

According to Rana et al. (2019), the path-goal theory suggests that leaders should select a leadership style that best meets their subordinates' needs, considering environmental factors. These factors include task structure and formal authority systems. Task structure refers to the extent to which a task's nature and requirements are specified, encompassing its simplicity, repetitiveness, and clarity. The path-goal theory emphasizes the leader's role in helping subordinates overcome obstacles to achieve satisfaction and performance. Some

tasks may require more structure from the leader, while complex tasks may necessitate more support and guidance.

However, despite numerous studies emphasizing the importance of school leadership, research indicates that many school heads need to recognize the significance of their leadership styles to teachers' job performance, which can pose challenges in effectively managing their schools. Teachers' performance is vital in achieving organizational goals within the school system. School heads can enhance teachers' optimal performance by identifying and striving to fulfill their needs.

While the path-goal theory is complex, and its practical impact is still fully established (Bans-Akutey, 2021), various educational studies have been conducted locally and internationally on school heads' leadership styles. However, to the researcher's knowledge, no studies have yet focused explicitly on school heads' path-goal theory of leadership styles and their effects on teacher satisfaction, motivation, and performance in the Division of San Pablo City at the time of this research.

Therefore, this paper aims to conceptually explore the relationship between school heads' path-goal theory of leadership styles and teachers' job satisfaction, work motivation, and performance, considering the task structure within leadership.

Methods

Research Design

The research design of this study provides a systematic approach to address critical problems and answer the research questions. It adopts a descriptive-correlational research design, drawing inspiration from the works of Rana et al. (2019).

A descriptive-correlational research design explores and measures the relationship among variables. This design allows for predicting and explaining scores or the degree of association between multiple variables (Creswell, 2019). In this study, the researcher aimed to measure the strength of the relationship between variables and model their future relationship.

This study comprehensively analyzed the relationships between the identified variables and explored how different leadership styles

employed by school heads in the Public Secondary Schools of the Division of San Pablo City relate to teachers' satisfaction, motivation, and performance, with due consideration to the moderating role of task structure in leadership.

Sampling and Ethical Considerations

The study was conducted in the Division of San Pablo City, specifically in 13 public secondary schools, which included integrated and junior high schools. To ensure a representative sample, the researcher employed a purposive sampling method and selected 579 junior high school teachers as the respondents for the study. The teacher population across all schools was 646, and the number of respondents for the study was 579, accounting for 89% of the total teacher population.

This sampling approach ensured that a significant number of teachers from various schools within the Division of San Pablo City were included in the study, providing a comprehensive representation of the area's junior high school teacher population.

Research Instruments

This study utilized survey questionnaire to collect data from teacher-respondents purposely to investigate the strength of the relationship between the variables of the study in determining the nature of the relationship of connection between independent and dependent variables in quantitative research.

Sets of modified questionnaire was used in the study, which were adapted from Indvik's (1985) Path-Goal Leadership Questionnaire (PGTQ) (Saleem et al., 2020), Task Structure in Leadership Questionnaire with linkage to PGT (Rana et al. 2019), Job Satisfaction Questionnaire (Baroudi et al., 2022), Teacher Motivation Assessment Scale (TMAS) (Adarkwah & Zeyuan, 2020) and Philippine Professional Standards for Teachers (PPST) based Survey Questionnaire (Gepila Jr., 2020).

All these are sets of Likert-type questionnaires designed to relate path-goal theory of leadership styles and task structure in leadership to the criterion variables of job satisfaction, work motivation, and teacher performance in various statistical modeling contexts,

including multiple regression and correlation analyses.

Statistical Treatment of Data

The study gathered personal information about the teacher-respondents, including their age, gender, civil status, highest educational attainment, current station, and plantilla position. The data was analyzed using various descriptive statistics such as frequency, percent count, mean, and standard deviation.

In addition, inferential statistics were utilized to explore the relationships among variables and to determine the strength of those relationships. Pearson's Correlation Coefficients were employed to examine the relationships between or among variables. This statistical method helped to determine the extent of the correlation between the two variables. Furthermore, Multiple Regression Analysis was used to assess the relationship between a dependent variable and one or more independent variables.

This study tested the significance of the correlation between path-goal theory of leadership styles and task structure in leadership at a probability level of 0.05. This test provided insights into the strength and significance of the relationship between these variables. Similarly, the significance of the correlation between path-goal theory of leadership styles and job satisfaction, work motivation, teachers' performance, and task structure in leadership was tested at a probability level of 0.01.

This analysis helped determine the degree of association between those variables. Using descriptive and inferential statistics, this study aimed to comprehensively analyze the data collected and uncover meaningful relationships between the variables under investigation.

Results and Discussion

Path-Goal Theory of Leadership Styles

Table 1 summarizes the perceived path-goal theory of leadership styles among school heads, including the mean scores and standard deviations. The data indicate that school heads in this study are perceived to exhibit high mean scores for directive ($\bar{X} = 6.20$, $SD = 0.74$) and achievement-oriented ($\bar{X} = 6.13$, $SD = 0.78$) leadership styles.

The mean scores for participative ($\bar{X} = 6.09$, $SD = 0.84$) and supportive ($\bar{X} = 6.09$, $SD = 0.81$) leadership styles indicate that these styles may positively influence teachers' performance. These results support the notion that school heads who apply leadership styles within the path-goal theory framework may effectively enhance teacher performance.

Such findings align with the principles of path-goal theory, emphasizing the need to adapt leadership behaviors to suit the situation and followers' characteristics, suggesting that different leadership styles may be more effective depending on the task structure (Bans-Akutey, 2021).

Table 1. Summary of the Perceived Path-Goal Theory of Leadership Styles of School Heads

Indicators	\bar{X}	SD	VI
Directive	6.20	0.74	Usually Observed
Supportive	6.09	0.81	Usually Observed
Participative	6.09	0.84	Usually Observed
Achievement-oriented	6.13	0.78	Usually Observed
Overall	6.13	0.75	Usually Observed

Legend: 7 - Always Observed, 6 - Usually Observed, 5 - Often Observed, 4 - Occasionally Observed, 3 - Seldom Observed, 2 - Hardly ever Observed, 1 - Never Observed

Task Structure in Leadership

Table 2 provides an overview of the perceived task structure in leadership, focusing on subordinate personal characteristics and environmental/task characteristics. The data reveals that participants agreed on several aspects of subordinate personal characteristics, with a mean score of 3.39. This suggests that they felt secure about their authority, understood their responsibilities, and focused on essential tasks, among other factors. Similarly, the mean score for environmental/task characteristics was 3.35, indicating that participants agreed on aspects such as knowing what is expected of them, having access to adequate resources and materials, and being assigned an appropriate workload.

The overall mean score of 3.36 ($SD = 0.49$) indicates a moderate agreement among participants regarding the perceived task structure in leadership. These findings highlight the importance of task structure in leadership, as it significantly influences teachers' satisfaction, motivation, and performance. The results demonstrate that a clear understanding of expectations and access to sufficient resources and materials positively impact teachers' satisfaction, motivation, and performance. Teachers who experience these favorable task structures are more likely to be satisfied, motivated, and perform better than those who do not.

Table 2. Summary of the Perceived Task Structure in Leadership

Indicators	\bar{X}	SD	VI
Subordinate Personal Characteristics	3.39	0.66	Agree
Environmental / Task Characteristics	3.35	0.49	Agree
Overall	3.36	0.49	Agree

Legend: 4 - Strongly Agree, 3 - Agree, 2 - Disagree, 1 - Strongly Disagree

Teacher's Job Satisfaction

Table 3 summarizes the perceived level of teachers' job satisfaction across various indicators. The mean and standard deviation are reported for each variable, and an overall mean

and standard deviation for the nine variables under Job Satisfaction. The result indicates that the overall level of satisfaction across all domains is "Satisfied."

The data suggest that teachers are generally satisfied with their job across all domains. The highest mean scores are found in Responsibility (\bar{X} =3.40, SD=0.43), Work Itself (\bar{X} =3.37, SD=0.45), and Advancement (\bar{X} =3.39, SD=0.45) indicators, all rated as "Satisfied". The lowest mean score is found in the Pay (\bar{X} =3.16, SD=0.43) domain, which is still rated as "Satisfied."

The standard deviations across all domains are relatively small, ranging from 0.40 to 0.52, indicating that the responses are clustered

around the mean scores. This suggests that the teachers' views on job satisfaction are consistent across domains.

Overall, the data imply that teachers are generally satisfied with their job across various indicators, but their satisfaction with pay could be improved. These findings could help school heads and policymakers to consider how they can address teachers' needs and job satisfaction to support the retention and recruitment of effective teachers.

Table 3. Summary of the Perceived Level of Teacher's Job Satisfaction

Indicators	\bar{X}	SD	VI
Supervision	3.30	0.43	Satisfied
Colleague's Relationship	3.34	0.43	Satisfied
Working Conditions	3.33	0.48	Satisfied
Pay	3.16	0.43	Satisfied
Responsibility	3.40	0.43	Satisfied
Work Itself	3.37	0.45	Satisfied
Advancement	3.39	0.45	Satisfied
Security	3.15	0.52	Satisfied
Recognition	3.32	0.47	Satisfied
Overall	3.30	0.40	Satisfied

Legend: 4 - Highly satisfied; 3 - Satisfied; 2 - Dissatisfied; 1 - Highly Dissatisfied

Teacher's Work Motivation

Table 4 presents an overview of teachers' work motivation, specifically assessing their attitude, commitment, reward, punishment, and interest. The overall mean score for teachers' work motivation is 3.32, with a standard deviation of 0.46, indicating that, on average, the study's teachers exhibit motivation.

Among the different indicators, attitude and commitment have the highest mean scores of 3.37 and 3.31, respectively. This suggests that teachers have a positive attitude toward their work and are firmly committed to their professional roles and responsibilities. Additionally, the mean scores for reward, punishment, and interest range from 3.29 to 3.34, indicating that teachers also perceive motivation.

The standard deviations for all factors range from 0.48 to 0.50, suggesting relatively consistent teacher responses. This indicates a

high level of agreement in their perceptions of work motivation across the various dimensions assessed.

These findings contribute to our understanding of teachers' work motivation and emphasize the significance of fostering a positive and supportive work environment to enhance teachers' motivation. Recognizing and addressing factors influencing teachers' attitudes, commitment, and perceptions of rewards, punishments, and interests can contribute to a more motivated and engaged teaching workforce.

These results align with the findings of Firman et al. (2021), which concluded that school leadership style and teacher motivation are vital factors influencing teacher performance. The study suggests that principals can improve teacher performance by employing effective leadership styles and fostering motivation among their teachers.

Table 4. Summary of the Extent of Teacher's Work Motivation

Indicators	\bar{X}	SD	VI
Attitude	3.37	0.50	Motivated
Commitment	3.31	0.52	Motivated
Reward	3.29	0.49	Motivated
Punishment	3.29	0.48	Motivated
Interest	3.34	0.49	Motivated
Overall	3.32	0.46	Motivated

Legend: 4 - Highly Motivated; 3 - Motivated; 2 - Seldom Motivated; 1 - Never Motivated

Teacher's Performance

Table 5 summarizes the perceived level of teacher performance based on the PPST (Philippine Professional Standards for Teachers). The teacher performance indicators are evaluated on a scale of 1 to 5, with 5 representing an outstanding level of performance. The mean score (\bar{X}) for each indicator ranges from 4.06 to 4.20, indicating that teachers, on average, are rated "very satisfactory" across all indicators.

The standard deviation (SD) for each indicator ranges from 0.52 to 0.58, suggesting a moderate level of variability in the perceived level of teachers' performance within each indicator. However, it is important to note that

the standard deviations are relatively small, indicating a degree of agreement among the respondents' perceptions.

Overall, the findings suggest that teachers are perceived to perform consistently high across the various indicators of teacher performance based on the PPST Standard. The mean scores above 4.0 indicate that teachers are rated as "very satisfactory" or higher in content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, and personal growth and professional development.

Table 5. Summary of the Perceived Level of Teachers' Performance (PPST Standard)

Indicators	\bar{X}	SD	VI
Content Knowledge and Pedagogy (CKP)	4.12	0.54	VS
Learning Environment (LE)	4.18	0.58	VS
Diversity of Learners (DL)	4.06	0.55	VS
Curriculum and Planning (CP)	4.16	0.54	VS
Assessment and Reporting (AR)	4.15	0.54	VS
Community Linkages and Professional Engagement (CLPE)	4.15	0.55	VS
Personal Growth and Professional Development (PGPD)	4.20	0.57	VS
Overall	4.15	0.52	VS

Legend: 5 - Outstanding; 4 - Very Satisfactory; 3 - Satisfactory; 2 - Unsatisfactory; 1 - Poor

Tests of Relationships Among Variables

Table 6 examines the correlation between different Path-Goal Theory of Leadership Styles and the variables of Task Structure in Leadership. The results show that none of the Path-Goal Theory of Leadership Styles correlates significantly with Task Structure in Leadership. The correlation coefficients for Directive ($r = -0.079$), Supportive ($r = -0.030$), Participative ($r = -0.077$), and Achievement-oriented ($r = -0.066$) leadership styles are non-significant,

suggesting that the specific leadership style employed does not have a significant influence on the level of task structure in leadership.

However, these findings also indicate that the relationship between the Path-Goal Theory of Leadership Styles and Task Structure in Leadership is not significant. This suggests that other factors or variables not considered in this study may be more influential in determining the level of task structure in leadership. Further research is needed to explore additional

variables and factors that may affect this relationship and to gain a deeper understanding of the influence of different leadership styles on task structure in leadership.

As Northouse (2022) explains, the directive leadership style is best suited for highly structured tasks, while the Supportive

leadership style is more effective for less structured tasks. Additionally, participative leadership is most effective when subordinates are highly skilled and knowledgeable, and achievement-oriented leadership is most effective when subordinates are committed to their work and have a high need for achievement.

Table 6. Correlation of Path-Goal Theory of Leadership Styles to Task Structure in Leadership

Path-Goal Theory of Leadership Styles	Task Structure in Leadership	
	Subordinate Personal Characteristic	Environmental / Task Characteristic
Directive	-0.079	-0.048
Supportive	-0.030	-0.003
Participative	-0.077	-0.031
Achievement-oriented	-0.066	-0.034

* Correlation is significant at the 0.05 level (2-tailed)

Table 7 displays the correlation coefficients of Path-Goal Theory of Leadership Styles to Job Satisfaction in terms of factors such as supervision, colleagues' relationship, working conditions, pay, responsibility, work itself, advancement, security, and recognition. The table shows that all leadership styles have a weak negative correlation with job satisfaction.

Additionally, none of the factors under job satisfaction strongly correlate with any of the

leadership styles. Among the factors, pay has a weak positive correlation with the achievement-oriented leadership style ($r = 0.043$), while security has a weak negative correlation with all the leadership styles.

The weak negative correlation found in this study suggests that the more leaders use PGTLS, the less satisfied their subordinates are with their jobs.

Table 7. Correlation of Path-Goal Theory of Leadership Styles to Job Satisfaction

Path-Goal Theory of Leadership Styles	Job Satisfaction								
	Supervision	Colleagues Relationship	Working Conditions	Pay	Responsibility	Work Itself	Advancement	Security	Recognition
Directive	-0.064	-0.076	-0.021	0.018	-0.067	-0.060	-0.059	-0.006	-0.014
Supportive	-0.055	-0.059	-0.008	0.002	-0.045	-0.036	-0.044	-0.023	-0.025
Participative	-0.068	-0.076	-0.025	-0.011	-0.069	-0.060	-0.054	-0.020	-0.031
Achievement-oriented	-0.057	-0.067	-0.009	0.043	-0.064	-0.057	-0.052	0.023	0.015

** Correlation is significant at the 0.01 level (2-tailed).

The interpretation of the correlation coefficients in Table 8 reveals that all relationships between the path-goal theory of leadership styles (PGTLS) and work motivation factors are positive and statistically significant at the 0.01 level. This suggests a generally favorable

association between these variables. The magnitude of the correlation coefficients indicates varying degrees of association, with most relationships falling within moderate to strong positive correlations.

The directive leadership style demonstrates moderate to strong positive correlations with all work motivation factors: Attitude ($r = .377$), Commitment ($r = .384$), Reward ($r = .381$), Punishment ($r = .378$), Interest ($r = .427$), and Overall Work Motivation ($r = .417$). This suggests that this leadership style substantially influences employee attitudes, commitment, rewards, punishment, interest, and overall work motivation. The clarity and guidance directive leaders provide contribute to a positive work environment and higher motivation levels.

Similarly, the supportive leadership style shows moderate to strong positive correlations with all work motivation factors: Attitude ($r = .397$), Commitment ($r = .426$), Reward ($r = .417$), Punishment ($r = .398$), Interest ($r = .457$), and Overall Work Motivation ($r = .447$). Leaders adopting a supportive style positively influence employee attitudes, commitment, reward systems, punishment avoidance, interest, and overall work motivation. By providing emotional support and encouragement, supportive leaders foster a positive work environment, enhancing employee motivation.

The participative leadership style exhibits moderate to strong positive correlations with work motivation factors: Attitude ($r = .374$), Commitment ($r = .396$), Reward ($r = .393$), Punishment ($r = .374$), Interest ($r = .442$), and Overall Work Motivation ($r = .422$). Involving employees in decision-making and encouraging active participation positively affects their attitudes, commitment, rewards, punishment, interest, and overall work motivation. This style empowers employees and makes them feel valued, resulting in higher motivation.

Furthermore, the achievement-oriented leadership style demonstrates moderate positive correlations with most work motivation factors: Attitude ($r = .340$), Commitment ($r = .387$), Reward ($r = .351$), Punishment ($r = .366$), Interest ($r = .422$), and Overall Work Motivation ($r = .396$). Leaders emphasizing challenging goals, high-performance standards, and continuous improvement moderately positively influence employee attitudes, commitment, reward systems, and overall work motivation. This style encourages employees to strive for excellence and achieve their full potential.

Table 8. Correlation of Path-Goal Theory of Leadership Styles to Work Motivation

Path-Goal Theory of Leadership Styles (PGTLS)	Work Motivation (WM)					
	Attitude	Commitment	Reward	Punishment	Interest	Overall WM
Directive	.377**	.384**	.381**	.378**	.427**	.417**
Supportive	.397**	.426**	.417**	.398**	.457**	.447**
Participative	.374**	.396**	.393**	.374**	.442**	.422**
Achievement-oriented	.340**	.387**	.351**	.366**	.422**	.396**
Overall PGTLS	.392**	.421**	.410**	.396**	.458**	.442**

** Correlation is significant at the 0.01 level (2-tailed).

The correlation coefficients in Table 9 indicate the relationship between the Path-Goal Theory of Leadership Styles (PGTLS) and Teachers' Performance (TP). All correlations are positive and statistically significant at the 0.01 level, suggesting a favorable association between these variables.

For the Directive Leadership Style, moderate to strong positive correlations were found between CKP ($r = .307$), LE ($r = .350$), DL ($r = .322$), CP ($r = .338$), AR ($r = .352$), CLPE ($r = .350$), PGPD ($r = .354$), and TP ($r = .367$).

Similarly, the Supportive Leadership Style showed weak to moderate positive correlations between CKP ($r = .275$), DL ($r = .324$), AR ($r = .334$), CLPE ($r = .329$), and TP ($r = .344$). Additionally, moderate positive correlations were observed between LE ($r = .328$) and CP ($r = .314$) with TP.

In the case of the Participative Leadership Style, weak to moderate positive correlations were found between CKP ($r = .282$), DL ($r = .316$), and TP ($r = .346$). Moderate positive correlations were also observed between LE ($r =$

.356), CP (r = .331), AR (r = .340), CLPE (r = .335), and PGPD (r = .352) with TP.

The Achievement-oriented Leadership Style displayed moderate positive correlations with CKP (r = .326), LE (r = .374), DL (r = .335), CP (r = .330), AR (r = .351), CLPE (r = .352), PGPD (r = .357), and TP (r = .376), suggesting a significant relationship between these variables.

Considering the overall PGTLS, weak positive correlations were observed between CKP (r = .305), DL (r = .340), and TP (r = .369). Additionally, moderate positive correlations were

found between LE (r = .361), CP (r = .331), AR (r = .352), CLPE (r = .350), and PGPD (r = .352) with TP.

These findings support the notion that different leadership styles within the Path-Goal Theory are associated with teachers' performance. The directive, supportive, participative, and achievement-oriented leadership styles all show positive relationships with various aspects of teachers' performance. These results suggest that leaders who adopt these styles have the potential to influence teachers' performance levels positively (Saleem et al., 2020)

Table 9. Correlation of Path-Goal Theory of Leadership Styles to Teachers' Performance

Path-Goal Theory of Leadership Styles (PGTLS)	Teachers' Performance							
	CKP	LE	DL	CP	AR	CLPE	PGPD	TP
Directive	.307**	.350**	.322**	.338**	.352**	.350**	.354**	.367**
Supportive	.275**	.328**	.324**	.314**	.334**	.329**	.322**	.344**
Participative	.282**	.356**	.316**	.331**	.340**	.335**	.352**	.346**
Achievement-oriented	.326**	.374**	.335**	.330**	.351**	.352**	.357**	.376**
Overall PGTLS	.305**	.361**	.340**	.331**	.352**	.350**	.352**	.369**

** Correlation is significant at the 0.01 level (2-tailed).

Table 10 presents the correlation coefficients (r) between task structure in leadership and job satisfaction. The data analysis explores the relationship between these variables.

The findings reveal weak negative correlations between task structure in leadership and various aspects of job satisfaction, including supervision, colleagues' relationship, working conditions, pay, responsibility, work itself, advancement, security, and recognition.

Examining the correlations on the subordinate personal characteristics of task structure in leadership, the coefficients range from -0.064 to 0.018. These weak negative correlations suggest that as task structure in leadership increases, there is a slight decrease in job satisfaction across the mentioned aspects.

Similarly, for the environmental/task characteristic of task structure in leadership, the correlations range from -0.055 to 0.002. These weak negative correlations imply that an

increase in task structure in leadership is associated with a slight decrease in job satisfaction regarding supervision, colleagues' relationship, working conditions, pay, responsibility, work itself, advancement, security, and recognition.

It is important to note that the correlation coefficients are close to zero, indicating a weak relationship between task structure in leadership and job satisfaction. This suggests that other factors beyond task structure in leadership influence overall job satisfaction.

The findings suggest a weak negative correlation between task structure in leadership and job satisfaction. The findings indicate that as task structure in leadership increases, there is a slight decrease in job satisfaction across various aspects. However, the correlations are weak, indicating that task structure in leadership might have a limited influence on overall job satisfaction.

Table 10. Correlation of Task Structure in Leadership to Job Satisfaction

Task Structure in Leadership	Job Satisfaction									
	Supervi- sion	Colleagues Relationship	Working Conditions	Pay	Respon- sibility	Work Itself	advance- ment	Secu- rity	Recog- nition	Job Sat- isfaction
Subordinate Personal	-0.064	-0.076	-0.021	0.018	-0.067	-0.060	-0.059	-0.006	-0.014	-
Environmental / Task	-0.055	-0.059	-0.008	0.002	-0.045	-0.036	-0.044	-0.023	-0.025	-

** Correlation is significant at the 0.01 level (2-tailed).

Table 11 displays the correlations of task structure in leadership on various aspects of work motivation, namely attitude, commitment, reward, punishment, and interest. The results indicate that there is a significant negative correlation between subordinate personal task structure in leadership and work motivation in terms of attitude ($r = -.095, p < .01$) and commitment ($r = -.097, p < .01$). This suggests that as the level of task structure in leadership increases for subordinates, their attitudes and commitment towards work tend to decrease.

Similarly, there is a significant negative correlation between environmental/task structure in leadership and work motivation in terms of attitude ($r = -.082, p < .01$) and commitment ($r = -.084, p < .01$). This implies that when the task structure provided by the environment or the nature of the task becomes

more pronounced, it is associated with lower levels of attitude and commitment in terms of work motivation.

However, the correlations between task structure in leadership and work motivation regarding reward, punishment, and interest are not statistically significant at the 0.05 or 0.01 levels.

In summary, the data suggest that higher levels of task structure in leadership, whether personal or environmental/task-based, are associated with decreased work motivation regarding attitude and commitment. The lack of significant correlations with reward, punishment, and interest indicates that task structure in leadership may have a more pronounced influence on attitude and commitment rather than these specific aspects of work motivation.

Table 11. Correlation of Task Structure in Leadership to Work Motivation

Task Structure in Leadership	Work Motivation				
	Attitude	Commitment	Reward	Punishment	Interest
Subordinate Personal	-.095*	-.097*	-.073	-.060	-.079
Environmental / Task	-.082*	-.084*	-.060	-.041	-.062

** Correlation is significant at the 0.01 level (2-tailed)

* Correlation is significant at the 0.05 level (2-tailed)

Table 12. shows the correlations between task structure in leadership and various aspects of teachers' performance. The following abbreviations identify the aspects of teacher performance: Content Knowledge and Pedagogy (CKP), Learning Environment (LE), Diversity of Learners (DL), Curriculum and Planning (CP), Assessment and Reporting (AR), Community Linkages and Professional Engagement (CLPE), and Personal Growth and Professional Development (PGPD).

The results indicate no statistically significant correlations between subordinate personal task structure in leadership and any of the aspects of teacher's performance. Similarly, there are no statistically significant correlations between environmental/task structure in leadership and any of the aspects of teacher performance because none of the correlations reach the 0.05 significance level.

Overall, the data suggest no significant relationship between task structure in leadership

and teacher performance across the identified aspects. The lack of significant correlation indicates that task structure in leadership does not

significantly influence teacher performance as measured by the aspects examined in this study.

Table 12. Correlation of Task Structure in Leadership to Teachers' Performance

Task Structure in Leadership	Teachers' Performance						
	CKP	LE	DL	CP	AR	CLPE	PGPD
Subordinate Personal	-0.034	-0.012	0.009	-0.019	-0.014	-0.007	-0.042
Environmental / Task	-0.004	0.017	0.038	0.017	0.021	0.019	-0.014

** Correlation is significant at the 0.01 level (2-tailed)

* Correlation is significant at the 0.05 level (2-tailed)

Tests of Significant Predictions among Variables Using Regression Analysis

In Table 13, the regression analysis examining the relationship between teachers' job satisfaction and path-goal theory of leadership styles (PGTLS), the findings reveal interesting insights. While the constant term (Constant) has a highly significant coefficient (t = 25.302, p < .001), indicating a strong baseline level of job satisfaction among teachers, the coefficient for the overall path-goal theory of leadership styles is not statistically significant.

Specifically, the coefficient for the overall PGTLS is -.023, with a standard error of .022 and a standardized coefficient (Beta) of -.043. The t-value for this coefficient is -1.027, which

suggests that the influence of PGTLS on teachers' job satisfaction is not statistically significant (p = .305). This indicates that the overall path-goal theory of leadership styles does not directly affect teachers' job satisfaction.

In summary, the regression analysis highlights that the constant term representing the baseline level of job satisfaction is highly significant. However, the overall path-goal theory of leadership styles does not significantly predict variations in teacher job satisfaction. This suggests that other factors beyond the path-goal theory of leadership styles may be more prominent in influencing teachers' overall job satisfaction.

Table 13. Regression Analysis of Teacher's Job Satisfaction Predicted by Path-Goal Theory of Leadership Styles

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	3.440	.136		25.302	<.001
Overall path-goal theory of leadership styles	-.023	.022	-.043	-1.027	.305

The regression analysis in Table 14 offers insights into the relationship between the path-goal theory of leadership styles (PGTLS) and teachers' work motivation. The results demonstrate a significant and moderately positive relationship, indicating that PGTLS predicts work motivation. The coefficients table provides valuable information on how different predictors impact teachers' work motivation.

The constant term in the regression model represents the baseline level of work motivation, with a highly significant coefficient of 1.592 (t = 11.369, p < .001). This suggests that even without considering PGTLS, teachers exhibit a certain level of work motivation. The coefficient for the overall PGTLS is 0.282, with a standard error of 0.023.

The standardized coefficient (Beta) of 0.459 indicates a positive relationship between PGTLS and teachers' work motivation. The highly significant t-value of 12.407 ($p < .001$) suggests that PGTLS directly and significantly influences teachers' work motivation.

Overall, the regression analysis highlights the significance of PGTLS as a predictor of teachers' work motivation. Leaders who adopt PGTLS principles have the potential to influence teachers' motivation levels positively.

Table 14. Regression Analysis of Teacher's Work Motivation Predicted by Path-Goal Theory of Leadership Styles

Model	Coefficients ^a			t	Sig.
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta		
(Constant)	1.592	.140		11.369	<.001
Overall path-goal theory of leadership styles	.282	.023	0.459	12.407	<.001

The regression analysis model in Table 15 describes the regression of the teachers' performance (Y) onto the path-goal theory of leadership styles of leadership (X). The results of the regression describe the direct effect of PGTLS on teachers' performance. The coefficients table provides information on the predictors' effects on teachers' performance. The constant term (Constant) has a coefficient of 2.736 with a standard error of 0.167. This coefficient is highly significant ($t = 16.341$, $p < .001$), suggesting that there is a baseline level of teachers' performance among teachers even in the absence of PGTLS.

styles and teachers' performance. The t-value for this coefficient is 8.496, which is highly significant ($p < .001$). This suggests that path-goal theory of leadership styles directly and significantly affect teacher's performance.

The coefficient for the overall path-goal theory of leadership styles is 0.231, with a standard error of 0.027. The standardized coefficient (Beta) is 0.333, indicating a positive relationship between path-goal theory of leadership

The regression analysis highlights that leaders who adopt the path-goal theory of leadership styles (PGTLS) can significantly predict and enhance teachers' performance. These findings emphasize the importance of applying PGTLS strategies to create an environment conducive to success and indicate that leadership styles directly influence teachers' performance.

The results suggest that leaders are critical in shaping teachers' performance through their leadership styles. By embracing PGTLS principles, leaders can effectively guide and motivate teachers, leading to improved performance outcomes.

Table 15. Regression Analysis of Teacher's Performance as Predicted by Path-Goal Theory of Leadership Styles

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
	(Constant)	2.736	.167		
Overall path-goal theory of leadership styles	.231	.027	0.333	8.496	<.001

Moderating Effect of Task Structure in Leadership

The results from Table 16 indicate that the moderating variable of task structure in

leadership significantly influences the relationship between the path-goal theory of leadership styles (PGTLS) and teachers' job satisfaction. The coefficient value of 0.5404 at $p =$

0.0099 suggests that task structure in leadership strengthens or diminishes the association between PGTLS and job satisfaction.

However, it is noteworthy that the interaction between PGTLS and task structure in leadership does not reach statistical significance, as indicated by the coefficient value of 0.0000 at $p = 0.9580$ ($p > .05$). This suggests that the specific combination of PGTLS and task structure in leadership does not have a significant influence on job satisfaction.

Based on these findings, task structure in leadership can either enhance or diminish the

relationship between PGTLS and job satisfaction. This implies that how leaders structure tasks, provide clarity and guidance, and establish performance expectations can influence how PGTLS influences teachers' job satisfaction. Leaders who effectively structure tasks and provide clear direction may strengthen the positive influence of PGTLS on job satisfaction. Conversely, if task structure is lacking or ineffective, it may diminish the influence of PGTLS on job satisfaction.

Table 17. Moderating Effect of Task Structure in Leadership on the Teachers' Job Satisfaction Through Path-Goal Theory of Leadership Styles

Model Summary:

	R	R-sq	MSE	F	df1	df2	P
	0.6747	0.4552	0.0866	160.1369	3	575	0
	coeff	se	t	p	LLCI	ULCI	
Constant	1.5495	0.7152	2.1665	0.0307	0.1448	2.9543	
Path-Goal Theory of Leadership Style	-0.0164	0.1159	-0.1417	0.8874	-0.2441	0.2112	
Task Structure in Leadership	0.5404	0.2089	2.587	0.0099	0.1301	0.9507	
Int_1	0.0018	0.0339	0.0527	0.958	-0.0648	0.0683	

The results from Table 18 indicate that the moderating variable of task structure in leadership (TSL) does not significantly affect the direction and strength of the relationship between the path-goal theory of leadership styles (PGTLS) and teachers' work motivation. The coefficient value of 0.3179 at $p = 0.2739$ suggests that task structure in leadership does not significantly strengthen or diminish the association between PGTLS and work motivation.

Furthermore, the product of PGTLS and task structure in leadership has a coefficient value of 0.0023, which is not statistically signif-

icant at $p = 0.1964$. This implies that the specific combination of PGTLS and task structure in leadership does not significantly influence teachers' work motivation.

Based on these findings, the moderating variable of task structure in leadership does not play a significant role in altering the relationship between PGTLS and teachers' work motivation. The way leaders structure tasks and provide clarity in their leadership behaviors do not significantly influence the influence of PGTLS on teachers' work motivation in this context.

Table 18. Task Structure in Leadership Moderates the Effect of Path-Goal Theory of Leadership Styles on the Teachers' Work Motivation

Model Summary:

	R	R-sq	MSE	F	df1	df2	P
	0.4650	0.2162	0.1672	52.8719	3	575	0
	coeff	se	t	p	LLCI	ULCI	
Constant	0.5211	0.9938	0.5244	0.6002	-1.4308	2.4731	
Path-Goal Theory of Leadership Style	0.4866	0.1610	3.0214	0.0026	0.1703	0.8029	
Task Structure in Leadership	0.3179	0.2903	1.0952	0.2739	-0.2522	0.8880	
Int_1	-0.0609	0.0471	-1.2932	0.1964	-0.1534	0.0316	

The interpretation of the results in Table 19 suggests that task structure in leadership (TSL) acts as a significant moderator in the relationship between path-goal theory of leadership styles (PGTLS) and teachers' performance (TP).

The coefficient value of 1.0121 at $p = .0035$ indicates that task structure in leadership has a notable influence on the relationship between PGTLS and TP. This suggests that when task structure is high, meaning there are clear guidelines, specific goals, and well-defined roles, the impact of PGTLS on teachers' performance is strengthened. In other words, a leader who adopts PGTLS in conjunction with a structured task environment can enhance teachers' performance more effectively.

Additionally, the coefficient value of 0.0124 for the interaction term between PGTLS and TSL indicates that this interaction is statistically significant at $p = .0042$. This further

supports the notion that the relationship between PGTLS and TP is influenced by the presence of task structure in leadership. The significant interaction term suggests that the impact of PGTLS on teachers' performance is amplified or attenuated depending on the level of task structure leaders provide.

Overall, these results highlight the importance of considering task structure in leadership when examining the relationship between PGTLS and teachers' performance. Leaders who adopt PGTLS can enhance teachers' performance outcomes by providing clear goals, guidelines, and well-defined roles within a structured task environment. Understanding the interplay between PGTLS, task structure, and teachers' performance can inform leadership practices and help optimize performance outcomes in educational settings (Rana et al., 2019).

Table 19. Task Structure in Leadership Moderates the Effect of Path-Goal Theory of Leadership Styles on the Teachers' Performance

Model Summary:

	R	R-sq	MSE	F	df1	df2	P
	0.3526	0.1243	0.2371	27.2167	3	575	0
	coeff	se	t	p	LLCI	ULCI	
Constant	-0.6957	1.1835	-0.5878	-0.5569	-30202	1.6288	
Path-Goal Theory of Leadership Style	0.7772	0.1918	4.0527	.0001	0.4005	1.1539	
Task Structure in Leadership	1.0121	0.3457	2.9279	0.0035	0.3331	1.6910	
Int_1	-0.1613	0.0561	-2.8763	0.0042	-0.2714	-0.0512	

Conclusion

The study was conducted in 13 public secondary schools and aimed to explore the relationships between Path-Goal Theory of Leadership Styles (PGTLS), Task Structure in Leadership, Job Satisfaction, Work Motivation, and Teachers' Performance. Findings revealed insights into various leadership styles within the Path-Goal Theory. Directive, supportive, participative, and achievement-oriented leadership styles were commonly observed among junior high school teachers, indicating prevalent leadership behaviors.

Regarding Task Structure in Leadership, teachers expressed satisfaction with Subordinate Personal Characteristics and Environmental/Task Characteristics dimensions. These

findings suggest that teachers perceived their task structures positively.

Teachers generally exhibited positive levels of job satisfaction across various dimensions, including supervision, colleague relationship, working conditions, pay, responsibility, work itself, advancement, security, and recognition, indicating an average level of satisfaction.

In terms of work motivation, teachers displayed motivation in their roles. Attitude, commitment, reward, punishment, and interest were positively correlated with all four leadership styles within the Path-Goal Theory, indicating a moderately motivated workforce.

Teachers' performance was highly regarded as "very satisfactory" across various domains, including content knowledge and

pedagogy, learning environment, diversity of learners, curriculum planning, assessment and reporting, community linkages and professional engagement, and personal growth and professional development, suggesting a high level of performance.

Correlation analysis revealed non-significant relationships between Path-Goal Theory of Leadership Styles and task structure, indicating that specific leadership styles employed did not significantly influence the level of task structure. However, significant positive correlations were found between Path-Goal Theory of Leadership Styles and work motivation and between Path-Goal Theory of Leadership Styles and teachers' performance.

Regression analysis further supported the positive relationship between Path-Goal Theory of Leadership Styles and work motivation and teachers' performance. However, no direct influence was observed between Path-Goal Theory of Leadership Styles and teachers' job satisfaction.

The study highlighted the importance of leadership styles, task structure, job satisfaction, work motivation, and teachers' performance in the educational context. These findings contribute to the understanding of factors that impact the effectiveness and satisfaction of teachers, providing valuable insights for educational institutions and policymakers.

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