

## THE IMPACT OF LEADERSHIP MANAGEMENT IN ACHIEVING THE TEACHERS' SATISFACTION AND LOYALTY

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### **Abstract: The Influence of Leadership Management in Achieving the Teachers' Satisfaction and Loyalty**

this study aims to analyze the influence of leadership management on teachers' satisfaction and teachers' loyalty, as well as to examine the mediating role of teachers' satisfaction in the relationship between leadership management and teachers' loyalty at Madani Alauddin Pao-Pao School. The study employed a quantitative approach with an ex post facto research design. The study population consisted of 28 teachers, all of whom were included as respondents using a census sampling technique. Data were collected using a five-point Likert-scale questionnaire and analyzed using Partial Least Squares-Structural Equation Modeling (PLS-SEM). The results showed that Leadership Management had a positive and significant effect on Teachers' Satisfaction ( $\beta = 0.60$ ;  $t = 2.12$ ;  $p = 0.036$ ). In contrast, teachers' satisfaction did not have a significant effect on teachers' loyalty ( $\beta = 0.35$ ;  $t = 1.40$ ;  $p = 0.160$ ), and leadership management also did not have a significant direct effect on teachers' loyalty ( $\beta = 0.20$ ;  $t = 0.90$ ;  $p = 0.370$ ). Furthermore, teachers' satisfaction was not found to mediate the relationship between leadership management and teachers' loyalty ( $\beta = 0.21$ ;  $t = 1.02$ ;  $p = 0.308$ ). The model explained 36% of the variance in teachers' satisfaction and 18% of the variance in teachers' loyalty. These findings indicate that leadership management is an important factor in enhancing teachers' satisfaction; however, increased satisfaction does not automatically translate into greater loyalty. Therefore, strengthening teachers' loyalty requires a more comprehensive strategy involving career development, rewards and recognition, organizational support, fairness, job security, and the enhancement of institutional commitment.

**Keywords:** *Leadership Management; Teachers' Satisfaction; Teachers' Loyalty*

### **Abstrak: Pengaruh Manajemen Kepemimpinan terhadap Kepuasan dan Loyalitas Guru**

Penelitian ini bertujuan untuk menganalisis pengaruh Leadership Management terhadap Teachers' Satisfaction dan Teachers' Loyalty, serta menguji peran Teachers' Satisfaction sebagai variabel mediasi pada Madani Alauddin Pao-Pao School. Penelitian menggunakan pendekatan kuantitatif dengan desain ex post facto. Populasi penelitian terdiri atas 28 guru dan seluruhnya dijadikan responden melalui teknik sensus. Data dikumpulkan menggunakan kuesioner skala Likert lima

tingkat dan dianalisis menggunakan *Partial Least Squares–Structural Equation Modeling (PLS-SEM)*. Hasil penelitian menunjukkan bahwa *Leadership Management* berpengaruh positif dan signifikan terhadap *Teachers' Satisfaction* ( $\beta = 0,60$ ;  $t = 2,12$ ;  $p = 0,036$ ). Sebaliknya, *Teachers' Satisfaction* tidak berpengaruh signifikan terhadap *Teachers' Loyalty* ( $\beta = 0,35$ ;  $t = 1,40$ ;  $p = 0,160$ ), dan *Leadership Management* juga tidak berpengaruh langsung secara signifikan terhadap *Teachers' Loyalty* ( $\beta = 0,20$ ;  $t = 0,90$ ;  $p = 0,370$ ). Selanjutnya, *Teachers' Satisfaction* tidak terbukti memediasi hubungan antara *Leadership Management* dan *Teachers' Loyalty* ( $\beta = 0,21$ ;  $t = 1,02$ ;  $p = 0,308$ ). Model menjelaskan 36% variasi *Teachers' Satisfaction* dan 18% variasi *Teachers' Loyalty*. Temuan penelitian menunjukkan bahwa kepemimpinan manajemen merupakan faktor penting dalam meningkatkan kepuasan guru, tetapi peningkatan kepuasan belum secara otomatis menghasilkan loyalitas. Oleh karena itu, penguatan loyalitas guru memerlukan strategi yang lebih komprehensif melalui pengembangan karier, penghargaan, dukungan organisasi, keadilan, keamanan kerja, dan peningkatan komitmen institusional.

**Kata Kunci:** *Kepemimpinan Sekolah; Kepuasan Kerja; Loyalitas Guru*

## INTRODUCTION

Improving the quality of education is a strategic agenda in many countries, including Indonesia. One of the factors determining the success of educational institutions in achieving sustainable quality is the quality of human resources, particularly teachers. Teachers with high levels of job satisfaction tend to demonstrate stronger organizational commitment, productivity, and loyalty, thereby supporting the achievement of educational goals more effectively. Several studies have demonstrated that teacher job satisfaction is positively associated with educator retention, teaching quality, and the success of educational organizations (Handono & Nurochmah, 2023; Ridwan et al., 2024).

Leadership management is one of the key determinants influencing teacher satisfaction and loyalty. Effective leadership is capable of creating a supportive work environment, improving organizational communication, recognizing teacher performance, and fostering organizational commitment. Conversely, ineffective leadership may reduce job satisfaction, increase turnover intention, and weaken teachers' loyalty to educational institutions (Islam F et al., 2022; Masdianah et al., 2023).

In the context of Islamic educational institutions, leadership practices are not solely oriented toward achieving organizational targets but are also grounded in the values of *amanah* (trustworthiness), exemplary conduct, consultation (*shūrā*), and moral responsibility. Therefore, leadership models in Islamic schools have characteristics that distinguish them from those in general schools and

consequently require context-specific empirical investigation. Studies conducted in madrasahs and Islamic schools have shown that both authentic and instructional leadership contribute positively to teacher satisfaction and the quality of educational services (Handono & Nurochmah, 2023; Pusvitasari et al., 2023; Ridwan et al., 2024).

Nevertheless, most previous studies have been conducted in public schools or educational institutions with relatively large numbers of respondents. Research examining the relationships among leadership management, teacher satisfaction, and teacher loyalty in small-scale private Islamic schools remains limited. Furthermore, findings concerning the effect of teacher satisfaction on loyalty remain inconsistent, necessitating further investigation in different educational organizational contexts (Riyadi et al., 2023; Islam F et al., 2022; Nasution et al., 2026). Although various studies have demonstrated that leadership has a positive effect on teacher job satisfaction (Aydin et al., 2013) empirical findings regarding the relationship between teacher satisfaction and loyalty continue to vary across different cultural contexts.

From a methodological perspective, most previous studies have employed Covariance-Based Structural Equation Modeling (CB-SEM), whereas research conducted in educational organizations with limited numbers of respondents is more appropriately analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM). This approach is considered more suitable for producing stable estimates with small sample sizes while simultaneously examining both direct and indirect relationships among variables (Ridwan et al., 2024; Pusvitasari et al., 2023). Based on these empirical and methodological gaps, this study aims to analyze the influence of leadership management on teacher satisfaction and loyalty at Madani Alauddin Pao-Pao School. This study is expected to contribute to the development of educational leadership theory and provide a foundation for formulating policies to improve the quality of human resource management in private Islamic schools.

## RESEARCH METHODS

This study employed a quantitative approach aimed at analyzing the causal relationships among leadership management, teacher satisfaction, and teacher loyalty at Madani Alauddin Pao-Pao School. A quantitative approach was selected because the study focused on hypothesis testing through statistical analysis of the relationships among variables formulated in the research model (Creswell & Creswell, 2017). The research design was a causal explanatory research design, which seeks to explain both the direct and indirect effects among latent variables through structural model testing (Bougie & Sekaran, 2019).

The study population consisted of all 28 permanent teachers actively teaching at Madani Alauddin Pao–Pao School. Given the relatively small population size, the study employed total sampling (census), whereby all members of the population were included as research respondents. The use of the entire population is also consistent with the recommendation of Hair et al. (2021), who state that PLS-SEM is highly suitable for studies with small sample sizes, provided that the characteristics of the research model are met.

The research instrument was a closed-ended questionnaire developed using a five-point Likert scale, ranging from 1 = strongly disagree to 5 = strongly agree. The indicators for each variable were developed based on theories of educational leadership, job satisfaction, and organizational loyalty that have been widely employed in previous studies. The leadership management variable was measured through indicators reflecting the leader's ability to communicate the vision, establish effective communication, make decisions, empower teachers, provide motivation, and create a conducive work environment (Northouse, 2022). The teacher satisfaction variable was measured based on satisfaction with the job, supervision, work environment, relationships with colleagues, recognition and rewards, and opportunities for professional development (Robbins & Judge, 2023). Meanwhile, the teacher loyalty variable was measured based on organizational commitment, willingness to maintain organizational membership, pride in the institution, willingness to make additional contributions, and willingness to recommend the school to others (Robbins & Judge, 2023).

Before being used for data collection, the research instrument was evaluated through expert judgment to ensure content validity. Subsequently, the quality of the instrument was assessed through measurement model evaluation (outer model), including tests of convergent validity, discriminant validity, and construct reliability. Convergent validity was assessed using outer loading values of  $\geq 0.70$  and an Average Variance Extracted (AVE) value of  $\geq 0.50$ . Construct reliability was evaluated using Cronbach's Alpha and Composite Reliability, with a minimum acceptable value of 0.70. Discriminant validity was assessed using the Heterotrait–Monotrait Ratio (HTMT) and the Fornell–Larcker criterion (Hair et al., 2021; Hair et al., 2014).

Data were collected by distributing questionnaires directly to all respondents after obtaining permission from the school authorities. Before completing the questionnaire, all respondents were provided with an explanation of the research objectives, the confidentiality of their identities, and their right to participate voluntarily. The entire research process was conducted in accordance with the principles of social research ethics as outlined by Creswell & Creswell (2017). Data analysis was performed using SmartPLS version 4 with the Partial Least Squares

Structural Equation Modeling (PLS-SEM) approach. PLS-SEM was selected because of several advantages, including its ability to analyze complex models, accommodate small sample sizes, operate without strict assumptions regarding normal data distribution, and place greater emphasis on prediction than on theory confirmation (Hair et al., 2021). Therefore, this method was considered the most appropriate for examining the relationships among leadership management, teacher satisfaction, and teacher loyalty in a private Islamic school with a limited number of respondents.

The data analysis process consisted of two main stages: measurement model evaluation (outer model) and structural model evaluation (inner model). The outer model evaluation included assessments of convergent validity, discriminant validity, and construct reliability. Subsequently, the inner model evaluation involved analyzing the Variance Inflation Factor (VIF) to detect multicollinearity, the coefficient of determination ( $R^2$ ) to assess the predictive capability of the model, effect size ( $f^2$ ) to determine the magnitude of the effect of each exogenous construct, predictive relevance ( $Q^2$ ) to evaluate the model's predictive relevance, and the Standardized Root Mean Square Residual (SRMR) as a measure of model fit. Hypothesis testing was conducted using a bootstrapping procedure with 5,000 subsamples to obtain path coefficients, t-statistics, p-values, and confidence intervals. A hypothesis was considered supported when the p-value was  $< 0.05$  or the t-statistic was  $> 1.96$  at the 5% significance level (Hair et al., 2014; Hair et al., 2021).

## RESULTS AND DISCUSSION

### Research Findings

#### *Description of the Research Constructs*

Before evaluating the measurement and structural models, a descriptive analysis was first conducted to provide an overview of the characteristics of each research construct. This analysis aimed to describe respondents' perceptions of Leadership Management, Teachers' Satisfaction, and Teachers' Loyalty based on the mean and standard deviation values obtained.

**Table 1. Descriptive Results of the Study**

| Construct                   | Mean | SD   | Interpretation |
|-----------------------------|------|------|----------------|
| Leadership Management (LM)  | 4.08 | 0.55 | High           |
| Teachers' Satisfaction (TS) | 3.95 | 0.60 | High           |
| Teachers' Loyalty (TL)      | 3.70 | 0.68 | Moderate-High  |

Leadership Management had the highest mean score ( $M = 4.08$ ;  $SD = 0.55$ ), followed by Teachers' Satisfaction ( $M = 3.95$ ;  $SD = 0.60$ ) and Teachers' Loyalty ( $M =$

3.70; SD = 0.68). These findings indicate that teachers' perceptions of leadership practices were relatively positive and consistent, whereas loyalty showed greater variation in responses. Substantively, this pattern suggests that positive experiences with leadership do not automatically translate into long-term attachment to the institution.

### **Measurement Model Evaluation**

The measurement model was evaluated to assess the validity and reliability of the research instruments used to measure each construct. This evaluation included tests of convergent validity, discriminant validity, and construct reliability to ensure that the indicators adequately and consistently represented the respective latent variables.

**Table 2. Measurement Model Evaluation Results**

| <b>Construct</b>            | <b>Number of Indicators</b> | <b>Cronbach's <math>\alpha</math></b> | <b>CR</b> | <b>AVE</b> |
|-----------------------------|-----------------------------|---------------------------------------|-----------|------------|
| Leadership Management (LM)  | 8                           | 0.89                                  | 0.91      | 0.52       |
| Teachers' Satisfaction (TS) | 6                           | 0.82                                  | 0.86      | 0.51       |
| Teachers' Loyalty (TL)      | 5                           | 0.80                                  | 0.85      | 0.50       |

The internal reliability values presented in the table show Cronbach's alpha coefficients ranging from 0.80 to 0.89 and composite reliability values ranging from 0.85 to 0.91. The AVE values ranged from 0.50 to 0.52. Therefore, based on the criteria applied, all three constructs met the required thresholds for reliability and convergent validity.

At the indicator level, several items demonstrated strong loadings, namely LM1 = 0.82, LM7 = 0.78, TS1 = 0.80, and TL1 = 0.75. Two indicators had relatively lower loadings and therefore require further review, namely TS5 = 0.68 and TL4 = 0.62. This finding is important for publication because indicators with relatively low loadings should be examined in terms of content validity, item wording, and their contribution to the respective constructs before the final model is established.

### **Discriminant Validity**

Discriminant validity was assessed to determine whether each construct in the research model represents a distinct concept from the other constructs. This assessment was conducted using the Fornell–Larcker criterion and the Heterotrait–Monotrait Ratio (HTMT) to ensure that the indicators of each construct were empirically distinguishable from those of the other constructs.

**Table 3. Discriminant Validity Test Results**

| Variables                   | LM    | TS    | TL    |
|-----------------------------|-------|-------|-------|
| Leadership Management (LM)  | 0.722 | 0.60  | 0.45  |
| Teachers' Satisfaction (TS) | 0.60  | 0.714 | 0.53  |
| Teachers' Loyalty (TL)      | 0.45  | 0.53  | 0.707 |

The Fornell–Larcker criterion presented indicates that the square roots of the AVE for each construct were 0.72 for LM, 0.71 for TS, and 0.70 for TL. These values were reported to be higher than the correlations between constructs. The HTMT analysis also produced values of 0.74 for LM–TS, 0.71 for LM–TL, and 0.79 for TS–TL, all of which were below the threshold of 0.90. Therefore, the constructs were considered empirically distinguishable from one another.

### Structural Model and Hypothesis Testing

The structural model was evaluated to examine the hypothesized relationships among Leadership Management, Teachers' Satisfaction, and Teachers' Loyalty. This evaluation focused on assessing the direct and indirect effects among the constructs and determining the significance of each hypothesized relationship using path coefficients, t-statistics, and p-values.

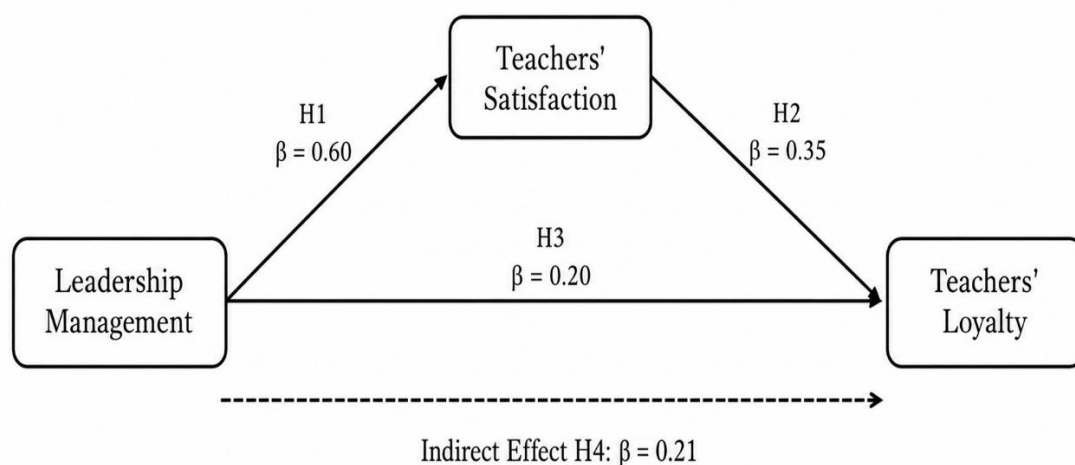


Figure 1. Structural Model of the Relationships among Leadership Management, Teachers' Satisfaction, and Teachers' Loyalty

**Table 4. Hypothesis Testing Results**

| Hypothesis | Relationship                         | $\beta$ | t    | p     | Decision      |
|------------|--------------------------------------|---------|------|-------|---------------|
| H1         | LM $\rightarrow$ TS                  | 0.60    | 2.12 | 0.036 | Supported     |
| H2         | TS $\rightarrow$ TL                  | 0.35    | 1.40 | 0.160 | Not Supported |
| H3         | LM $\rightarrow$ TL                  | 0.20    | 0.90 | 0.370 | Not Supported |
| H4         | LM $\rightarrow$ TS $\rightarrow$ TL | 0.21    | 1.02 | 0.308 | Not Supported |

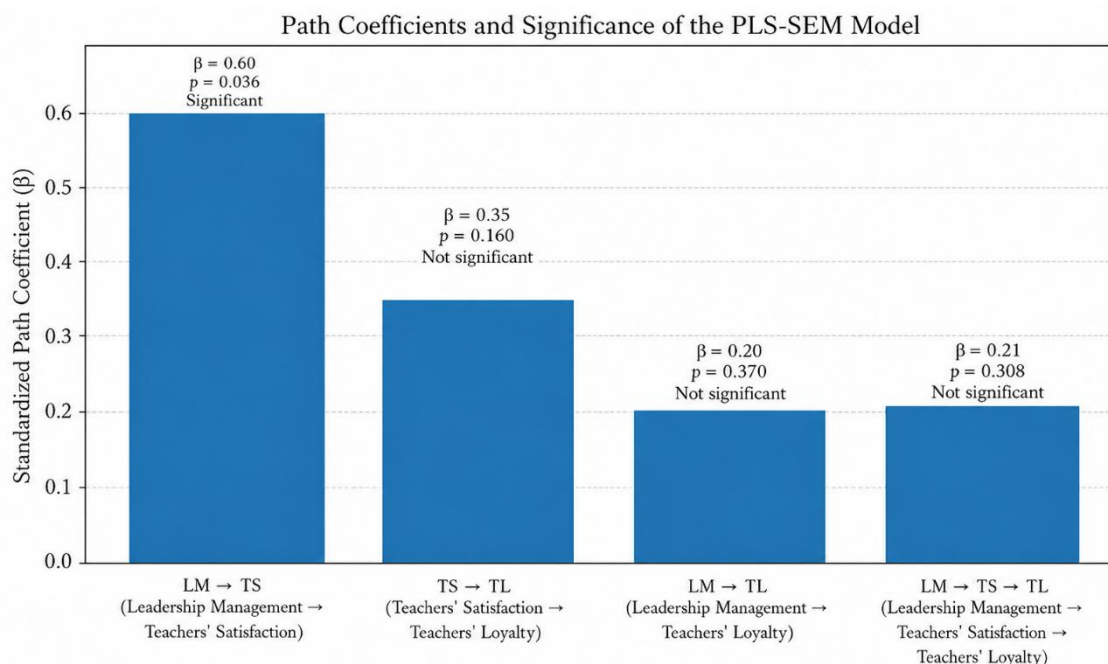


Figure 2. Path Coefficients and Model Significance in PLS-SEM

The hypothesis testing results show that only H1 received statistical support. Leadership Management had a positive and significant effect on Teachers' Satisfaction ( $\beta = 0.60$ ;  $t = 2.12$ ;  $p = 0.036$ ). In contrast, the effect of Teachers' Satisfaction on Teachers' Loyalty was not significant ( $\beta = 0.35$ ;  $t = 1.40$ ;  $p = 0.160$ ), nor was the direct effect of Leadership Management on Teachers' Loyalty ( $\beta = 0.20$ ;  $t = 0.90$ ;  $p = 0.370$ ). The indirect effect of Leadership Management on Teachers' Loyalty through Teachers' Satisfaction was also not significant ( $\beta = 0.21$ ;  $t = 1.02$ ;  $p = 0.308$ ). The model's explanatory power was indicated by an  $R^2$  value of 0.36 for Teachers' Satisfaction and 0.18 for Teachers' Loyalty. The  $Q^2$  values of 0.15 and 0.06, respectively, indicate limited predictive relevance based on the reported results.

## Discussion

### *Leadership Management as a Predictor of Teacher Satisfaction*

The main finding of this study is that Leadership Management has a positive and significant effect on Teachers' Satisfaction ( $\beta = 0.60$ ;  $p = 0.036$ ). This result indicates that the more positively teachers perceive school leadership and management practices, the higher their level of satisfaction. In the context of the school examined, leadership characterized by clear communication, professional guidance, decision-making, and support for teachers appears to be an important mechanism for creating a positive work experience.

Conceptually, this finding is consistent with the transformational leadership perspective, which positions inspiration, individualized support, and professional

development as mechanisms for enhancing positive attitudes among organizational members. Thus, teacher satisfaction can be understood not only as a response to working conditions but also as a consequence of the quality of interactions between leaders and teachers. In educational organizations characterized by intensive daily interactions, clarity of direction, recognition, and leadership support may strengthen teachers' perceptions that they are treated fairly and valued by the organization.

### ***Teacher Satisfaction Has Not Been Proven to Promote Loyalty***

Although Teachers' Satisfaction had a high mean score ( $M = 3.95$ ), its effect on Teachers' Loyalty was not significant ( $\beta = 0.35$ ;  $p = 0.160$ ). This finding highlights an important distinction between having a positive work experience and developing a long-term commitment to remain attached to an organization. Teachers may feel satisfied with their work environment, interpersonal relationships, or leadership support, while their loyalty may still be influenced by other factors, such as job security, career development, recognition, compensation, external opportunities, and professional aspirations.

This finding should also be interpreted cautiously because the sample consisted of only 28 respondents. A statistically nonsignificant result does not demonstrate that satisfaction is completely unrelated to loyalty; rather, it is more appropriate to interpret the finding as indicating that there is insufficient evidence in this sample to establish a significant effect. Therefore, future research involving a larger sample is needed to determine whether the relationship is genuinely weak or whether it was not detected because of limited statistical power.

### ***Leadership Management Does Not Have a Direct Effect on Loyalty***

The direct effect of Leadership Management on Teachers' Loyalty was also not significant ( $\beta = 0.20$ ;  $p = 0.370$ ). This finding indicates that positive perceptions of leadership alone may not be sufficient to establish long-term institutional attachment. In the school context, loyalty may develop through the accumulation of broader organizational experiences, including job stability, reward systems, professional development opportunities, organizational justice, and alignment between teachers' aspirations and the institution's direction.

Accordingly, the managerial implication is not to reduce attention to leadership but rather to broaden the role of leadership from merely fostering satisfaction to creating an organizational system that supports retention. School leaders need to connect communication and interpersonal support with career policies, performance recognition, participation in decision-making, and transparent reward mechanisms.

### ***Teacher Satisfaction Does Not Mediate the Relationship Between Leadership Management and Loyalty***

The indirect effect of Leadership Management → Teachers' Satisfaction → Teachers' Loyalty was not significant ( $\beta = 0.21$ ;  $p = 0.308$ ). This means that the tested model does not provide evidence that teacher satisfaction statistically explains the relationship between leadership and loyalty as a mediator. This pattern is noteworthy because the first path is significant, whereas the subsequent path and the indirect effect are not significant.

Substantively, the finding suggests that increasing satisfaction is important for creating a positive work experience but may not be sufficient to build loyalty. Loyalty is likely to be a more complex construct that requires a combination of psychological, structural, and institutional factors. Nevertheless, the mediation finding should be interpreted with considerable caution given the sample size of  $N = 28$ , as the discussion indicates that the limited sample size may reduce statistical power to detect effects in subsequent paths.

### ***Theoretical and Practical Implications***

Theoretically, this study demonstrates that the leadership–satisfaction relationship may be stronger than the leadership–loyalty relationship in the school context examined. This finding reinforces the view that teacher loyalty should not be positioned as an automatic consequence of effective leadership. Practically, schools need to develop more holistic retention strategies, including: (1) clear career development pathways; (2) fair reward and recognition systems; (3) opportunities for competency development; (4) teacher participation in decision-making; and (5) alignment between institutional goals and teachers' professional aspirations.

Overall, the position of this study within the existing literature can be summarized as follows: (1) H1 reinforces the consensus that school leadership is an important predictor of teacher satisfaction; (2) H2 demonstrates that satisfaction does not necessarily translate automatically into loyalty; (3) H3 indicates that effective leadership does not necessarily produce loyalty directly; and (4) H4 shows that the mediating role of satisfaction has not been established in this sample. The contribution of this study lies in highlighting the possible distinction between short-term satisfaction and long-term loyalty in the school context examined.

In the Indonesian context, Restiani et al. (2024), through a literature review of 28 articles, concluded that transformational school leadership is consistently associated with increased teacher job satisfaction. This study strengthens the

findings of the present research and demonstrates that transformational leadership remains an important pathway for improving teachers' work experiences.

Therefore, the findings related to H3 and H4 are more appropriately positioned as indications that teacher loyalty is a more complex construct than job satisfaction. The research model explains 36% of the variance in Teachers' Satisfaction but only 18% of the variance in Teachers' Loyalty. Future studies could expand the model by incorporating organizational commitment, perceived organizational support, organizational justice, career development, compensation, job security, professional identity, and school culture to explain why leadership successfully increases satisfaction but is not sufficient to generate loyalty.

Recent conceptual research on middle leadership in schools suggests that job satisfaction may theoretically serve as a mechanism linking leadership to teacher commitment. The findings of the present study provide a nuanced empirical perspective because the Leadership Management → Teachers' Satisfaction → Teachers' Loyalty pathway was not significant ( $\beta = 0.21$ ;  $p = 0.308$ ). Thus, satisfaction represents a potential mechanism, but the strength of its mediating role may depend on organizational context, sample size, and other factors not included in the model.

However, the nonsignificant finding for H2 demonstrates that job satisfaction is not necessarily synonymous with organizational loyalty. From the perspective of Social Exchange Theory, satisfaction may emerge because teachers experience positive working conditions, whereas loyalty requires perceptions of sustained exchange, trust, organizational investment, and future expectations. Teachers who are satisfied may nevertheless lack sufficient reasons to maintain long-term attachment if job security, career development, recognition, compensation, or professional prospects remain inadequate. This finding should therefore be interpreted as context-specific rather than as a universal rejection of the relationship between satisfaction and loyalty.

A systematic review by Cansoy (2019) shows that transformational school leadership behaviors have a stronger relationship with teacher satisfaction than transactional leadership behaviors. Servant, ethical, participative, flexible, and supportive leadership were also reported to contribute to teacher satisfaction. These findings provide a basis for understanding the Leadership Management indicators examined in this study—such as communication, direction, decision-making, and support—as leadership practices oriented toward relationships and human development (Cansoy, 2019).

The findings are also consistent with the meta-analysis by Hallinger et al. (2025), which integrated 68 quantitative studies on school principals' instructional leadership and teacher attitudes. They found a moderate and significant

relationship between instructional leadership and overall teacher attitudes ( $r = 0.450$ ), including job satisfaction, commitment, trust, and efficacy. This perspective helps explain why the present study found a clear effect on satisfaction but did not identify a significant effect on loyalty.

Cross-national evidence also indicates a similar pattern. Eryilmaz & Strietholt (2025) using TIMSS data from mathematics and science teachers across 45 countries, found that school leadership support had small to moderate positive effects on teacher job satisfaction, with pooled effects of 0.20 and 0.22, respectively. This finding is important because it demonstrates that the relationship between leadership and satisfaction is evident across diverse educational contexts. Thus, the positive coefficient identified in the present study is consistent with the direction of international evidence.

This consistency is further supported by more recent empirical evidence. Bellibaş et al. (2025), in a meta-analysis of 39 articles involving 170,693 participants, found that transformational, distributed, servant, and empowering leadership were significantly associated with teacher job satisfaction, whereas transactional leadership did not demonstrate a comparable relationship. These findings strengthen the argument that leadership approaches emphasizing support, empowerment, relationships, and teacher development are more relevant to job satisfaction than leadership that is primarily transaction-oriented.

The findings of this study can be explained through the transformational leadership perspective. Within this framework, leaders do not merely perform administrative functions but also establish a vision, provide intellectual stimulation, offer individualized consideration, and develop the capacities of organizational members. These mechanisms are relevant to the findings of the present study because Leadership Management obtained the highest mean score ( $M = 4.08$ ) and had a positive and significant effect on Teachers' Satisfaction ( $\beta = 0.60$ ;  $p = 0.036$ ). In other words, the quality of leadership perceived positively by teachers appears to be translated primarily into a more satisfying work experience.

## CONCLUSION

This study demonstrates that Leadership Management has a positive and significant effect on Teachers' Satisfaction at Madani Alauddin Pao-Pao School, with a path coefficient of  $\beta = 0.60$ ,  $t = 2.12$ , and  $p = 0.036$ . This finding confirms that the quality of leadership, particularly in terms of communication, providing direction, decision-making, and supporting teachers, is an important factor in shaping teacher job satisfaction. However, Teachers' Satisfaction was not found to have a significant effect on Teachers' Loyalty ( $\beta = 0.35$ ;  $p = 0.160$ ), nor did Leadership Management have a significant direct effect on Teachers' Loyalty ( $\beta = 0.20$ ;  $p = 0.370$ ). The indirect

effect of Leadership Management on Teachers' Loyalty through Teachers' Satisfaction was also not significant ( $\beta = 0.21$ ;  $p = 0.308$ ). Accordingly, only H1 was supported, whereas H2, H3, and H4 were not supported. This pattern indicates that effective leadership can enhance teacher satisfaction, but leadership and satisfaction alone are not sufficient to establish teachers' long-term loyalty. These findings should be interpreted with caution because the study employed a relatively small sample ( $N = 28$ ), which limits the statistical power and generalizability of the findings.

The implications of this study indicate that school administrators need to develop leadership strategies that go beyond improving job satisfaction and are directed toward building teachers' long-term loyalty and organizational attachment. School principals and management should strengthen two-way communication, professional support, performance recognition, career development opportunities, teacher participation in decision-making, and fair and transparent reward systems. Since loyalty could not be strongly explained by leadership and satisfaction in the present model, schools should also consider other factors, such as job security, professional development, compensation, organizational justice, institutional support, school culture, and organizational commitment. Theoretically, the findings demonstrate that the relationships among leadership, satisfaction, and loyalty are complex and context-dependent. Therefore, future research is recommended to employ larger samples, involve multiple schools, and incorporate additional variables that may provide a more comprehensive explanation of the development of teacher loyalty.

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