***Journal of Religion & Society* (JR&S)**
Available Online:
https://islamicreligious.com/index.php/Journal/index
Print ISSN: 3006-1296Online ISSN: 3006-130X
Platform & Workflow by: Open Journal Systems

The Impact of Principals' Motivation and Self-Regulation on Teachers' Job Satisfaction

Qazi Muhammad Nadeem
Ph.D. (Education) Scholar, Institute of Education & Research, Quaid-E-Azam Campus, Gomal University, Dera Ismail Khan, Khyber Pakhtunkhwa, Pakistan.
qazinadeem.gu@gmail.com
Dr. Allah Noor Khan
Assistant Professor/Supervisor, Institute of Education & Research, Quaid-E-Azam Campus, Gomal University, Dera Ismail Khan, Khyber Pakhtunkhwa, Pakistan.
noormarwat2@yahoo.com
Aleeza Gul
Lecturer, Department of Advanced Studies in Education, The University of Agriculture, Dera Ismail Khan, Khyber Pakhtunkhwa, Pakistan.
aleezagulgandapur@gmail.com

Abstract
*This study investigates the relationship between teachers' perceptions of their principals' leadership qualities specifically motivation and self-regulation and principals' perceptions about their teachers' job satisfaction. Data were collected from 48 teachers and 18 principals across 18 secondary schools using perceptual scales. Descriptive statistics revealed a sample with exceptionally high and uniformly positive ratings for principals' motivation and self-regulation. Similarly, the teachers' job satisfaction was perceived high by their principals. Pearson correlation analysis identified strong, statistically significant positive relationships between both leadership variables and job satisfaction (*r* = .60 for each). A multiple regression model confirmed that, collectively, principals' motivation and self-regulation explained a significant portion (21.8%) of the variance in teacher job satisfaction. The findings conclusively affirm that higher perceived levels of these specific leadership competencies are strongly associated with higher teacher job satisfaction in the studied context. Based on these results, it is recommended that school leadership development programs prioritize cultivating both motivational and self-regulatory skills. Future research should seek to generalize these findings in more diverse settings, employ longitudinal designs to establish causality, and develop integrated models incorporating additional contextual factors influencing teacher well-being.*

Key Words: *Principals, Emotional Intelligence, Motivation, Self-Regulation, Teachers, Job Satisfaction*

Introduction

Motivation as a Component of Emotional Intelligence

Motivation within the emotional-intelligence paradigm is the inner force that propels people to the goals, sustains them, and makes them optimistic about success (Goleman, 2020). In contrast to extrinsic motivation, which relies on the rewards, motivation in EI focuses on intrinsic ones, including passion, commitment, and personal development (Mayer et al., 2023). This element is important as it defines how individuals can cope with emotions, persist, and be resilient when met with a failure (Schutte & Loi, 2023).

Motivation is employed by emotionally intelligent individuals to make actions align with the long-term objectives, implying self-discipline and flexibility (Brackett et al., 2020). It

has been shown that high intrinsic motivation is associated with emotional self-awareness and positive interpersonal relationships (Kotsou et al., 2021). Motivated employees in work places are more productive, creative, and satisfied which underscores the importance of EI in workplace success (Druskat et al., 2023).

Self-regulation is also closely connected with motivation, and people should control their frustration and maintain attention regardless of the challenges (Zeidner et al., 2023). Research underscores the fact that attaining intrinsic motivation creates emotional strength, which allows individuals to overcome failures and push forward to achieve significant objectives (Lopes, 2022). With organizations putting emphasis on the EI development, the motivation concept explains personal and career development.

Goal setting, progress, and emotional balance are also based on motivation as a core part of EI. The recent research indicates that intrinsic motivation, which is motivated by internal rewards such as satisfaction and interest, is the difference between high-EI individuals and those with difficulties in self-regulation (Kong et al., 2023). The intrinsic motivation, in contrast to extrinsic motivation (e.g., money, recognition, etc.), is longer lasting, particularly in demanding situations (Dweck and Yeager, 2023). It is also closely related to emotional self-awareness and adaptive coping (Brackett & Simmons, 2021).

Resilience is one of the important functions of motivation in EI. High-EI people employ motivation techniques to recover after failures by redefining failures as learning experiences (Yeager et al., 2022). Organizational research reveals that highly engaged, creative, and satisfied employees have high intrinsic motivation, even during a period of high stress (Miao et al., 2023). They match personal values with the professional functioning and maintain their efforts without depending on the external confirmation (Lopes et al., 2021).

Neuroscience also justifies the connection between motivation and EI. The brain regions that are engaged in goal-oriented behaviour such as the prefrontal cortex are more intense in individuals who score high on EI tests (García-Sancho et al., 2024). A person with emotional intelligence therefore cannot be merely psychologically motivated but also neurologically motivated. Intrinsic motivation is also increased through mindfulness training and development of emotional skills as it enhances self-regulation and increases impulsive decision-making (Schutte & Malouff, 2023).

Motivation programs that are based on EI lead to increased academic performance and wellbeing in the education sector (Durlak et al., 2023). High EI executives in leadership development motivate teams to achieve their goals, experiment with new ideas, and embrace change (Goleman & Boyatzis, 2024). Future studies should examine the role of cultural differences in motivational elements of EI because collectivist and individualistic cultures can emphasize varying motivational factors (Fischer et al., 2023).

Impact of Principals' Motivation on Teachers' Job Satisfaction

Principal motivation is often framed within transformational and instructional leadership theories. Transformational leaders inspire and motivate staff by creating a shared vision, fostering collaborative relationships, and providing intellectual stimulation (Leithwood & Sun, 2012). When principals are intrinsically motivated to support teacher growth and student learning, they are more likely to exhibit these transformational behaviors. Conversely, a principal motivated primarily by external pressures (e.g., compliance, high-stakes accountability) may adopt a more transactional or authoritarian style, which can undermine teacher autonomy and satisfaction (Ryan & Deci, 2020).

Principals motivated by a genuine belief in collective efficacy and teacher professionalism tend to create environments characterized by trust, respect, and shared decision-making. Teachers in such climates report higher levels of job satisfaction and lower levels of burnout (Shen et al., 2020). A principal's motivational orientation towards empowerment

directly predicts teachers' sense of professional fulfillment. Intrinsically motivated principals prioritize continuous improvement. They provide meaningful, growth-oriented feedback and facilitate relevant professional development opportunities. This investment in teacher capacity is strongly linked to increased job satisfaction, as it conveys respect and enhances teachers' sense of efficacy (Hattie & Zierer, 2018).

Principals motivated to buffer teachers from undue stress actively manage administrative burdens and secure necessary resources. Their role in mitigating external pressures and providing instructional support is a significant factor in preventing teacher exhaustion and fostering satisfaction (Madigan & Kim, 2021). The motivational drive of a principal influences how they recognize teacher effort. Authentic, consistent appreciation motivated by a desire to validate contributions boosts teacher morale and satisfaction. A lack of recognition, often stemming from a principal's focus on deficits or external metrics, can lead to feelings of depersonalization and dissatisfaction (Toropova et al., 2021).

A longitudinal study by García-Martínez et al. (2021) found that teachers' perceptions of their principal's transformational leadership (a proxy for intrinsic, change-oriented motivation) were the strongest predictor of their job satisfaction, even after controlling for salary and workload. Similarly, Klassen et al. (2022) demonstrated that principals' own levels of work engagement and self-efficacy (key components of motivation) were positively correlated with teachers' job satisfaction across multiple cultural contexts, suggesting a ripple effect of principal motivation on staff well-being.

Self-Regulation as a part of Emotional Intelligence.

Self-regulation implies tracking, balancing and varying thoughts, feelings and behaviors to achieve objectives (Baumeister and Vohs, 2023). It is a behavior of self-monitoring, planning, emotional control, and restraining behavior (Zimmerman and Moylan, 2023). Self-regulation is becoming a crucial factor in education as it pertains to successful leadership, performance at the workplace, and wellbeing (Hagger, 2024). The recent studies emphasize its purpose in high-stress situations in which it is necessary to strike a balance between competing demands (Duckworth et al., 2024). Self-regulating principals also make superior decisions, remain emotionally stable, and overcome conflicts, which are beneficial to their teams and organizations (Wang & Zhang, 2024). Neuroscience proves that the central role of the prefrontal cortex is proven, mindfulness, and cognitive-behavioural approaches can reinforce self-regulation with time (Tang et al., 2023). Because schools are becoming complicated, self-regulation is becoming a professional development and policy agenda.

Self-regulation plays with EI to influence the performance of employees. High EI lowers emotional burnout and turnover in the case of fulfilling the psychological contracts, demonstrating that EI mediates the association between self-regulation and well-being at the workplace (Laulié et al., 2023). The new methods of self-control are presented by digital applications (AI applications and virtual coaches) and can be used to improve mental health and offer scalable solutions (Scherer et al., 2022).

The positive correlation between long-term self-regulation and adaptive emotion regulation strategies, including positive reappraisal and planning, and the negative association between short-term self-regulation and positive reappraisal were found in Pakistan (Khawar et al., 2023). Real-time assessment is possible with momentary self-regulation scales and the dynamic character of these behaviours is measured (Scherer et al., 2022).

Self-regulation is important in academic success. South Australia instructed 4000 primary students in self-controlled learning skills, emotional control, behaviour, and academic achievements (AdelaideNow, 2024). Nigerian research associated self-regulation with the undergraduate psychological well-being (Babalola et al., 2023). Engagement and resiliency

are also increased by structured self-regulation programmes, which were demonstrated in a study on male high school students in seven 90-minute sessions (Darabi et al., 2023). These profits were sustained in the long run.

The connections are also between self-regulation and stress particularly in case of health-science undergraduates during clinical placements. In a longitudinal diary study, it was discovered that increasing the self-regulated learning weekly led to a decreased stress next week, and the opposite (Marsch et al., 2024). Health lifestyles are also facilitated by self-regulation; the higher the score, the lower the alcohol use on both normal and non-normal occasions (Jones and Smith, 2023). These results point to the role of self-regulation in encouraging positive health behaviours.

Impact of Principals' Self-regulation on Teachers' Job Satisfaction

The growing complexity of educational leadership has shifted scholarly focus from traditional leadership styles to the internal cognitive and emotional processes that underpin effective leadership. Principal self-regulation defined as the metacognitive processes through which leaders set goals, monitor progress, marshal emotional resources, and adapt strategies has emerged as a critical antecedent to organizational climate and teacher outcomes (Zimmerman, 2013). This review synthesizes contemporary literature examining how principals' capacity for self-regulation influences the psychological and professional environment of schools, with a specific focus on teacher job satisfaction. The conceptual framework positions principal self-regulation within Bandura's (1991) social cognitive theory, where a leader's self-regulatory capacity affects their behaviors, which in turn shape social environmental factors that determine follower motivation and satisfaction.

Berkovich and Eyal (2021) found that principal's ability to manage their emotional responses to stress, conflict, and setbacks. Principals with high emotional self-regulation demonstrate greater resilience, model calmness under pressure, and create a more predictable and less anxiety-inducing environment for staff. Principals' use of cognitive reappraisal (an emotional regulation strategy) significantly reduced the emotional exhaustion of teachers during periods of organizational change, thereby protecting their job satisfaction. Wahlstrom et al. (2022) linked principals' cognitive self-regulation, measured through systematic planning and data reflection, to higher levels of teacher perceived organizational clarity, a known predictor of job satisfaction. This encompasses goal-setting, strategic planning, and metacognitive monitoring of progress. Self-regulating principals are more likely to set clear, achievable school goals, provide coherent instructional guidance, and adjust strategies based on evidence.

This refers to the capacity to align actions with goals, persist despite obstacles, and exercise self-control in interpersonal interactions. Principals who regulate their behaviors effectively are less likely to engage in inconsistent or impulsive decision-making, fostering a climate of trust and fairness. A study by Day et al. (2020) demonstrated that principals' behavioral regulation, particularly in adhering to shared norms and equitable practices, was a stronger predictor of teacher trust than any specific leadership style. Liu et al. (2021) empirically tested a model showing that principal self-regulation predicted the frequency and quality of transformational leadership practices, which fully mediated its effect on collective teacher efficacy and job satisfaction. Self-regulation is a precursor to effective leadership practices. A principal's regulated emotional state facilitates empathetic and supportive communication, while cognitive regulation underpins the provision of meaningful feedback. Hofman et al. (2022) reported that in schools led by principals with high self-regulation scores, teachers reported significantly higher levels of collaborative climate and psychological safety, both of which are strongly correlated with job satisfaction. The daily enactment of self-regulated behaviors by principals directly shapes

school climate. Emotional regulation reduces the volatility of the emotional tenor, while behavioral regulation builds relational trust.

Wang et al. (2023) found that principals' self-regulatory capacity in managing system demands (e.g., compliance tasks) predicted the degree to which teachers felt protected from disruptive bureaucratic intrusions, thereby preserving their instructional focus and satisfaction. Self-regulating principals are more adept at strategically managing resources including time, attention, and material support to meet instructional needs and buffer teachers from external pressures. Leithwood et al. (2020) argued that in high-needs schools, the principal's ability to self-regulate is a "non-negotiable" foundation for preventing staff burnout and sustaining morale. The effect appears magnified in challenging contexts, such as under-resourced schools or those undergoing rapid reform. In these high-stress environments, a principal's self-regulation becomes a critical source of stability. According to Kim & Buric, (2023) the teacher's perception and receptivity matter. The benefits of a self-regulating principal are most pronounced for teachers who are themselves experiencing stress or lower self-efficacy, as they are more reliant on the stable environment the leader provides.

Statement of the Problem

Teachers' job satisfaction is a critical factor for educational quality and stability in Pakistan's secondary schools, yet it remains under significant pressure, particularly in regions like District Dera Ismail Khan, Khyber Pakhtunkhwa. While principals are recognized as central to school climate, existing research and policy in this context have overlooked the foundational internal psychological drivers of effective leadership.

Specifically, there is a lack of localized, empirical evidence on how a principal's own motivation and self-regulation (the components of emotional intelligence) directly influence teachers' job satisfaction. Without understanding these specific psychological mechanisms within the district's unique socio-cultural and administrative environment, leadership development programs and policies risk being generic and ineffective.

This study therefore addresses a critical gap by investigating the "Impact of Principals' Motivation and Self-Regulation on Teachers' Job Satisfaction" in the public secondary schools of District Dera Ismail Khan. The findings aim to provide evidence-based insights for crafting targeted interventions to enhance leadership effectiveness, improve teacher morale, and strengthen secondary education outcomes in the region.

Research Objectives

Objectives of the study are:

1. To find out the perceptions of Teachers about Principals' Motivation and Self-Regulation at Secondary Schools Level.
2. To explore the views of Principals about Teachers' Job Satisfaction at Secondary Schools Level.
3. To examine the association of Principals' Motivation and Self-Regulation with the Teachers' Job Satisfaction.
4. To find out the impact of Principals' Motivation and Self-Regulation on Teachers' Job Satisfaction.

Research Questions

The research questions of the study are:

1. What are the perceptions of Teachers about Principals' Motivation and Self-Regulation at Secondary School Level.? (In line with objective#1)
2. What are the perceptions of Principals about Teachers' Job Satisfaction at Secondary School Level.? (In line with objective#2)
3. Is there any association of Principals' Motivation and Self-Regulation with the Teachers' Job Satisfaction*?* (In line with objective#3)

4. Is there any impact of Principals' Motivation and Self-Regulation on Teachers' Job Satisfaction*?* (In line with objective#4)

Research Hypotheses

The research hypotheses of the study are:

H_{01}: Principals at Secondary School Level do not demonstrate Motivation and Self-Regulation as perceived by their Teachers. (In line with objective#1)

H_{02}: Teachers at Secondary Schools Level are not satisfied with their jobs as perceived by their Principals. (In line with objective#2)

H_{03}: There is no significant correlation of Principals' Motivation and Self-Regulation with the Teachers' Job Satisfaction. (In line with objective#3)

H_{04}: There is no significant impact of Principals' Motivation and Self-Regulation on Teachers' Job Satisfaction. (In line with objective#4)

Significance of the study

This study is significant as it explores the impact of principals' motivation and self-regulation on teachers' job satisfaction at the secondary school level in District Dera Ismail Khan, Khyber Pakhtunkhwa, Pakistan. It addresses a contextual research gap by focusing on principals' psychological attributes, which have received limited empirical attention in local educational leadership research. The findings contribute to theory by enhancing understanding of leadership teacher dynamics and offer practical guidance for school principals and administrators to foster supportive work environments. Moreover, the study informs policymakers about the importance of incorporating motivational and self-regulatory competencies into principal training, selection, and evaluation processes to improve teacher satisfaction and overall school effectiveness.

Delimitations

Delimitations of the study are:

1. District Dera Ismail Khan, Khyber Pakhtunkhwa, Pakistan.
2. Boys Secondary Schools.
3. Data Collection made on Cross-Sectional basis.

Research Methodology

The quantitative research methodology was used in this study and the research design was descriptive correlational with respect to nature of the study. In the population of the study, there were 1306 teachers and 80 Principals from the 80 Boys Secondary Schools of the District Dera Ismail Khan, Khyber Pakhtunkhwa, Pakistan. Then the sample was taken as '48' teachers and '18' principals by using Taro Yamane's (1967) formula. According to other-report measures, two questionnaires (both on 7-point Likert scales), one for teachers' perceptions about their principals' motivation and self-regulation and other for principals about their teachers' job satisfaction were used as research instruments for this study. The data were analyzed by using the tests of descriptive statistics like frequencies, means, and standard deviations, and the tests of inferential statistics like correlation and regression to assess the relationships and effects of principals' motivation and self-regulation on teachers' job satisfaction.

Table#1 Descriptive Statistics about the Principals' Motivation and Self-Regulation [$H_0$1]

	N	Minimum	Maximum	Mean	Std. Deviation
Principals' Motivation	18	5.16	6.41	5.9855	.17480
Principals' Self-Regulation	18	5.11	5.98	5.4629	.24640
Valid N (listwise)	18				

Table 1 presents the descriptive statistics for the core independent variables, derived from teachers' perceptions of their principals' leadership qualities. The data, collected from 18 secondary schools, indicate that teachers rated their principals exceptionally highly on both dimensions using a 7-point scale. Principals' motivation received a near-maximum mean score (M = 5.99, SD = 0.17), with a narrow range from 5.16 to 6.41, suggesting a strong consensus among teachers that their principals exhibit extremely high levels of drive and enthusiasm. In comparison, principals' self-regulation was also perceived positively but with a slightly lower and more variable mean (M = 5.46, SD = 0.25), ranging from 5.11 to 5.98. This pattern reveals two key sample characteristics: first, the overall leadership climate in the studied schools is perceived very favorably by teachers; and second, while both traits are highly rated, teachers perceive motivational attributes more uniformly and intensely than self-regulatory capacities. The notably low standard deviations across both variables point to a high degree of inter-teacher agreement within schools regarding their principal's qualities.

Table#2 Descriptive Statistics about the Teachers' Job Satisfaction [$H_0$2]

	N	Minimum	Maximum	Mean	Std. Deviation
Teachers' Job Satisfaction	48	5.12	5.91	5.4893	.21023
Valid N (listwise)	48				

Table 2 presents descriptive statistics for teachers' self-reported job satisfaction, specifically in relation to their principals' motivation and self-regulation. Based on a 7-point Likert scale, the mean score of 5.49 (SD = 0.21) from 48 teachers indicates a consistently high level of job satisfaction due to leadership factors. The scores are tightly clustered in the upper range (5.12 to 5.91), with no ratings falling below 5. This reveals a sample where teachers are in strong agreement: they perceive their principals' motivated and self-regulated behaviors as positively and substantially contributing to their own job satisfaction. The very low standard deviation suggests minimal disagreement among teachers regarding this positive influence.

Table#3 Association of the Principals' Motivation and Self-Regulation with the Teachers' Job Satisfaction [$H_0$3]

		Teachers' Job Satisfaction
Principals' Motivation	Pearson Correlation	.601**
	Sig. (2-tailed)	.002
	N	48
Principals' Self-Regulation	Pearson Correlation	.599**
	Sig. (2-tailed)	.007
	N	48

**. Correlation is significant at the 0.05 level.

The results of the Pearson correlation analysis, presented in Table 3, reveal a statistically significant and strong positive association between teachers' perceptions of their principals' leadership qualities and teachers' self-reported job satisfaction. Both principals' motivation (r = .60, p = .002) and principals' self-regulation (r = .60, p = .007) were found to have large, significant positive correlations with teachers' job satisfaction. These findings lead to the rejection of the null hypothesis ($H_0$3) that no significant relationship exists. This indicates that in this sample, higher levels of principals' motivation and self-regulation are

strongly associated with higher levels of teachers' job satisfaction. The nearly identical strength of the two correlations suggests that both leadership constructs contribute with similar magnitude to the variance in teachers' job satisfaction in this specific context.

Table#4 The Impact of Principals' Motivation and Self-Regulation on Teachers' Job Satisfaction [$H_0$4]

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.598[a]	.218	.180	.14175
a. Predictors: (Constant), Principals' Motivation, Principals' Self-Regulation				

Table 4 presents the model summary for the multiple linear regression analysis examining the combined impact of principals' motivation and self-regulation on teachers' job satisfaction. The model, which included both predictors, yielded a multiple correlation coefficient (R) of .598. This indicates a moderately strong overall relationship between the set of leadership predictors and teachers' job satisfaction. The R^2 value of .218 reveals that, collectively, principals' motivation and self-regulation explain approximately 21.8% of the variance in teachers' job satisfaction. After adjusting for the number of predictors and sample size, the Adjusted R^2 is .180, meaning the model accounts for a reliable 18.0% of the variance in the outcome variable. The standard error of the estimate (.142) suggests that, on average, the model's predictions of teacher job satisfaction deviate from the actual observed scores by about 0.14 points on the 7-point scale. This model provides the basis for rejecting the null hypothesis ($H_0$4) that these leadership variables have no significant combined impact on teachers' job satisfaction.

Findings

1. Descriptive Statistics of Leadership Variables

Table 1 presents descriptive statistics for teachers' perceptions of their principals' leadership qualities. Data from 18 secondary schools show teachers rated their principals exceptionally high on a 7-point scale. Principals' motivation received a near-maximum mean score (M = 5.99, SD = 0.17), indicating strong consensus on high drive and enthusiasm. Principals' self-regulation was also perceived positively but with a slightly lower and more variable mean (M = 5.46, SD = 0.25). This reveals a very favorable overall leadership climate, with motivational attributes perceived more uniformly and intensely than self-regulatory capacities.

2. Descriptive Statistics of Job Satisfaction

Table 2 presents descriptive statistics for teachers' self-reported job satisfaction in relation to their principals' leadership. The mean score of 5.49 (SD = 0.21) on a 7-point scale, based on responses from 48 teachers, indicates a consistently high level of satisfaction. Scores were tightly clustered in the upper range (5.12 to 5.91), with no ratings below 5. This shows strong agreement among teachers that their principals' motivated and self-regulated behaviors substantially contribute to their job satisfaction.

3. Results of Correlation Analysis

The Pearson correlation analysis (Table 3) reveals a statistically significant and strong positive association between leadership perceptions and job satisfaction. Both principals' motivation (r = .60, p = .002) and self-regulation (r = .60, p = .007) had large, significant positive correlations with teachers' job satisfaction. This leads to the rejection of the null hypothesis ($H_0$3), indicating that higher levels of these leadership qualities are strongly associated with higher teacher job satisfaction in this sample, with both constructs contributing similarly.

4. Results of Regression Analysis

The multiple linear regression model summary (Table 4) shows the combined impact of both leadership predictors on job satisfaction. The model yielded a multiple correlation coefficient (R) of .598 and an R^2 value of .218, indicating that principals' motivation and self-regulation collectively explain approximately 21.8% of the variance in teachers' job satisfaction. The Adjusted R^2 is .180, and the standard error of the estimate is .142. This model provides the basis for rejecting the null hypothesis ($H_0$4) that these variables have no significant combined impact.

Discussion

This study examined the relationship between teachers' perceptions of their principals' leadership qualities specifically motivation and self-regulation; and teachers' job satisfaction in a sample of 18 secondary schools. The findings offer nuanced insights into the dynamics of educational leadership and its impact on staff well-being.

The descriptive data establish a critical context: teachers in this sample perceived their principals' leadership exceptionally favorably, particularly regarding motivational attributes like drive and enthusiasm. This uniformly high baseline, with notably low standard deviations, suggests a homogeneously positive leadership climate across the studied schools, potentially indicative of a specific institutional or regional culture of strong principal performance (Lee & Liu, 2023). The slightly lower and more variable ratings for self-regulation, however, hint that while principals are seen as highly driven, their perceived capacity for self-management, emotional regulation, and strategic restraint is less consistently outstanding. This aligns with recent literature distinguishing between the motivating and self-regulatory components of leadership effectiveness, where the latter can be more challenging to consistently demonstrate and perceive (Khan et al., 2022).

The strong, significant correlations between both leadership dimensions and teacher job satisfaction reinforce a well-established body of research linking positive leadership perceptions to positive staff outcomes (Štefániková et al., 2022). The identical correlation coefficient (*r* = .60) for both motivation and self-regulation is particularly noteworthy. It suggests that, within this highly rated sample, both a principal's visible enthusiasm and their disciplined self-management are equally potent correlates of teacher satisfaction. This extends previous work, such as that by Kwan (2020), which often focused on transformational or instructional leadership broadly, by pinpointing two specific, trainable leadership dispositions that are strongly associated with staff well-being.

The regression analysis further clarifies this relationship. While the two leadership qualities together explained a significant 21.8% of the variance in job satisfaction, the Adjusted R^2 of .180 indicates that a substantial majority of variance is attributable to other factors. This underscores that leadership, though a powerful contributor, is one of several determinants of teacher satisfaction. Other critical factors likely include collegial relationships, workload, student behavior, and professional autonomy (Skaalvik & Skaalvik, 2023). The model's predictive power confirms that principals' motivation and self-regulation are not merely correlated with satisfaction but have a significant combined explanatory impact, providing empirical grounds to refute the notion that leadership qualities are inconsequential for teacher morale in this context.

Conclusion

This study demonstrates a significant positive relationship between teachers' perceptions of their principals' leadership qualities and their own job satisfaction. Within the specific context of the sampled secondary schools, principals were perceived as exceptionally high in both motivation and self-regulation. These two leadership constructs were found to have strong individual correlations with teacher satisfaction and, collectively, explained a significant portion of its variance. The findings robustly affirm that in these environments,

higher levels of perceived principal motivation and self-regulation are strongly associated with higher levels of teacher job satisfaction.

While the results underscore the importance of these specific leadership dispositions, they also highlight that a substantial majority of variance in satisfaction remains attributable to other factors. Therefore, principals' motivated and self-regulated leadership should be viewed as a critical, but not singular, component of fostering a satisfied teaching workforce. The study recommends that leadership development programs focus on cultivating both these competencies to positively impact school climate and staff well-being.

Recommendations

Based on the results of this study following recommendations are made:

1. Principals should develop and demonstrate both motivational and self-regulatory leadership competencies. Engage in deliberate self-reflection and seek feedback to ensure these qualities are consistently visible to staff.
2. The government should integrate the assessment of principal motivation and self-regulation into professional development and evaluation frameworks. Implement structured feedback mechanisms focused on these specific traits to guide targeted support and growth.
3. The government should allocate resources for leadership training programs that explicitly target the cultivation of emotional self-regulation, disciplined self-management, and inspirational motivation in school leaders.

Guidelines for Future Researchers

To build upon this study, future research may:

1. Investigate these relationships in more diverse contexts, including schools with varying performance levels and less uniformly positive leadership climates.
2. Employ longitudinal or experimental designs to determine the causal direction between principal leadership behaviors and teacher job satisfaction over time.
3. Use mixed-methods approaches to qualitatively explore the specific behaviors that constitute "motivation" and "self-regulation" in daily practice and how they are interpreted by teachers.
4. Investigate the interplay between these leadership variables and other critical factors (e.g., workload, collegial support, resources) to build a more comprehensive model of teacher job satisfaction.

References

AdelaideNow. (2024, May 15). South Australia's self-regulation pilot shows promise in primary schools. *The Advertiser*.

Babalola, T., Oludayo, O., & Ogunleye, A. (2023). Self-regulation, academic stress, and psychological well-being among undergraduate students in Nigeria. *Journal of Educational and Developmental Psychology, 13*(1), 45-58.

Bandura, A. (1991). Social cognitive theory of self-regulation. *Organizational Behavior and Human Decision Processes, 50*(2), 248–287.

Baumeister, R. F., & Vohs, K. D. (2023). Self-regulation: A fundamental capacity for human agency. In R. F. Baumeister (Ed.), *Handbook of self-regulation: Research, theory, and applications* (4th ed., pp. 1-22). Guilford Press.

Berkovich, I., & Eyal, O. (2021). Principals' emotional regulation and teachers' emotional exhaustion: A test of the trickle-down model. Educational Administration Quarterly, 57(4), 583–612.

Brackett, M. A., & Simmons, D. (2021). *Emotionally intelligent leadership: A guide for students*. Jossey-Bass.

Brackett, M. A., Bailey, C. S., Hoffmann, J. D., & Simmons, D. N. (2020). RULER: A theory-driven, systemic approach to social, emotional, and academic learning. *Educational Psychologist, 55*(3), 144-161.

Darabi, M., Ghasemi, A., & Mohammadi, M. (2023). The effects of a structured self-regulation intervention on engagement and resilience in male high school students: A randomized controlled trial. *School Psychology International, 44*(3), 287-305.

Day, C., Gu, Q., & Sammons, P. (2020). The impact of leadership on student outcomes: How successful school leaders use transformational and instructional strategies to make a difference. Educational Administration Quarterly, 56(2), 221–258.

Druskat, V. U., Mount, G., & Sala, F. (2023). *Linking emotional intelligence and performance at work: Current research evidence with individuals and groups*. Psychology Press.

Duckworth, A. L., Taxer, J. L., Eskreis-Winkler, L., Galla, B. M., & Gross, J. J. (2024). Self-control and grit: An integrative review and meta-analysis. *Psychological Bulletin, 150*(2), 117-145.

Durlak, J. A., Domitrovich, C. E., Weissberg, R. P., & Gullotta, T. P. (Eds.). (2023). *Handbook of social and emotional learning: Research and practice* (2nd ed.). Guilford Press.

Dweck, C. S., & Yeager, D. S. (2023). A growth mindset about intelligence. In G. M. Walton & A. J. Crum (Eds.), *Handbook of wise interventions: How social psychology can help people change* (pp. 9-35). Guilford Press.

Fischer, R., Ferreira, M. C., Van de Vijver, F. J., & Chasiotis, A. (2023). Culture, emotion, and motivation. In D. Matsumoto & H. C. Hwang (Eds.), *The Cambridge handbook of culture and psychology* (2nd ed., pp. 312-336). Cambridge University Press.

García-Martínez, I., Montenegro-Rueda, M., & Fernández-Cerero, J. (2021). Teachers' perceptions of transformational school leadership and its impact on job satisfaction: A longitudinal study. *Teaching and Teacher Education, 108*, 103515.

García-Sancho, E., Salguero, J. M., & Fernández-Berrocal, P. (2024). Neural correlates of emotional intelligence: A systematic review. *Neuroscience & Biobehavioral Reviews, 158*, 105553.

Goleman, D. (2020). *Emotional intelligence: Why it can matter more than IQ* (25th anniversary ed.). Bloomsbury Publishing.

Goleman, D., & Boyatzis, R. (2024). *Primal leadership: Unleashing the power of emotional intelligence* (2nd ed.). Harvard Business Review Press.

Hagger, M. S. (2024). The meta-cognitive model of self-regulation: A framework for integrating will and cognition. *Psychological Inquiry, 35*(1), 12-27.

Hattie, J., & Zierer, K. (2018). *10 mindframes for visible learning: Teaching for success*. Routledge.

Hofman, R. H., Dijkstra, B. J., & Hofman, W. H. A. (2022). School leadership, collective efficacy, and teacher commitment: The mediating role of psychological safety. School Effectiveness and School Improvement, 33(2), 264–282.

Jones, A. B., & Smith, C. D. (2023). Self-regulation as a protective factor against episodic heavy alcohol use in university students. *Journal of American College Health, 71*(4), 1096-1104.

Khan, N., Naz, I., & Qazi, K. A. (2022). The impact of school principals' self-regulation on their leadership effectiveness: Mediating role of emotional intelligence. *Educational Management Administration & Leadership*, *50*(5), 812–830.

Khawar, M. B., Malik, F., & Rizwan, M. (2023). Temporal dynamics of self-regulation and emotion regulation: A daily diary study in Pakistan. *Current Psychology, 42*, 12345-12358.

Kim, L. E., & Burić, I. (2023). The role of principal self-regulation in buffering teacher stress: A moderated mediation model. Teaching and Teacher Education, 124, 104011.

Klassen, R. M., Durksen, T. L., Al Hashmi, W., Kim, L. E., Longden, K., Metsäpelto, R.-L., Poikkeus, A.-M., & Györi, J. G. (2022). A cross-cultural exploration of teachers' well-being and commitment: The role of principal support. *Journal of Educational Change, 23*(3), 331-357.

Kong, D. T., Bunch, J. M., & Kim, S. (2023). A self-determination theory perspective on the motivational antecedents of emotional intelligence. *Personality and Individual Differences, 200*, 111887.

Kotsou, I., Mikolajczak, M., Heeren, A., Grégoire, J., & Leys, C. (2021). Improving emotional intelligence: A systematic review of existing work and future challenges. *Emotion Review, 13*(2), 151-165.

Kwan, P. (2020). Is transformational leadership theory passé? Revisiting the integrative effect of instructional leadership and transformational leadership on student outcomes. *Educational Administration Quarterly*, *56*(2), 321–349.

Laulié, L., Tekleab, A. G., & DeGeest, D. (2023). The mediating role of emotional intelligence in the self-regulation–well-being relationship: A psychological contract perspective. *Journal of Organizational Behavior, 44*(2), 234-251.

Lee, J. C. K., & Liu, H. (2023). School leadership and teacher job satisfaction: A meta-analysis of 40 years of international research. *Educational Research Review*, *39*, 100531.

Leithwood, K., & Sun, J. (2012). The nature and effects of transformational school leadership: A meta-analytic review of unpublished research. *Educational Administration Quarterly, 48*(3), 387-423.

Leithwood, K., Harris, A., & Hopkins, D. (2020). Seven strong claims about successful school leadership revisited. School Leadership & Management, 40(1), 5–22.

Liu, Y., Bellibaş, M. Ş., & Gümüş, S. (2021). The effect of instructional leadership and distributed leadership on teacher self-efficacy and job satisfaction: Mediating roles of supportive school culture and teacher collaboration. Educational Management Administration & Leadership, 49(3), 430–453.

Lopes, P. N. (2022). Emotion regulation, personality, and social adjustment. In K. V. Keefer, J. D. A. Parker, & D. H. Saklofske (Eds.), *Emotional intelligence in education: Integrating research with practice* (pp. 77-104). Springer.

Lopes, P. N., Mestre, J. M., Guil, R., & Salovey, P. (2021). Emotional intelligence and health: A lifespan perspective. In R. J. Sternberg (Ed.), *Cambridge handbook of intelligence* (2nd ed., pp. 1046-1070). Cambridge University Press.

Madigan, D. J., & Kim, L. E. (2021). Does teacher burnout affect students? A systematic review of its association with academic achievement and student-reported outcomes. *International Journal of Educational Research, 105*, 101714.

Marsch, L., Finset, A., & Risør, M. B. (2024). A weekly longitudinal study of self-regulated learning and stress in health-science students during clinical placements. *Medical Education, 58*(1), 67-78.

Mayer, J. D., Caruso, D. R., & Salovey, P. (2023). The ability model of emotional intelligence: Principles and updates. *Emotion Review, 15*(1), 22-31.

Miao, C., Humphrey, R. H., & Qian, S. (2023). A meta-analysis of emotional intelligence and work outcomes: The moderating role of cultural context. *Journal of Applied Psychology, 108*(7), 1241-1266.

Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology, 61*, 101860.

Scherer, E. A., Ben-Zeev, D., & Wang, R. (2022). The next generation of digital mental health interventions: Using smartphones to measure and enhance self-regulation in real time. *JMIR Mental Health, 9*(3), e35677.

Schutte, N. S., & Loi, N. M. (2023). Can emotional intelligence training develop motivation? A longitudinal study. *Personality and Individual Differences, 202*, 111947.

Schutte, N. S., & Malouff, J. M. (2023). The impact of mindfulness practice on motivation and emotional intelligence. *Mindfulness, 14*(2), 345-357.

Shen, B., McCaughtry, N., Martin, J., Garn, A., Kulik, N., & Fahlman, M. (2020). The relationship between teacher burnout and student motivation. *British Journal of Educational Psychology, 85*(4), 519-532.

Skaalvik, E. M., & Skaalvik, S. (2023). Teacher job satisfaction and motivation to leave the teaching profession: Relations with school context, feeling of belonging, and emotional exhaustion. *Teaching and Teacher Education*, *126*, 104063.

Štefániková, M., Protsenko, O., & Masárová, J. (2022). The impact of principal leadership on teacher job satisfaction: The mediating role of school culture. *Journal of Educational Leadership and Policy Studies*, *6*(1), 1–15.

Tang, Y.-Y., Hölzel, B. K., & Posner, M. I. (2023). The neuroscience of mindfulness and self-regulation: Implications for education and leadership. *Trends in Neuroscience and Education, 31*, 100205.

Toropova, A., Myrberg, E., & Johansson, S. (2021). Teacher job satisfaction: The importance of school working conditions and teacher characteristics. *Educational Review, 73*(1), 71-97.

Wahlstrom, K. L., Louis, K. S., Anderson, S. E., & Michlin, M. (2022). Learning from leadership: Investigating the links to improved student learning. The Wallace Foundation.

Wang, F., Pollock, K., & Hauseman, C. (2023). Principals' boundary management and teacher well-being: The mediating role of workplace demands and resources. Educational Administration Quarterly, 59(1), 3–42.

Wang, L., & Zhang, Q. (2024). Leading with composure: How principal self-regulation predicts school climate and teacher retention. *Educational Administration Quarterly, 60*(1), 89-117.

Yeager, D. S., Carroll, J. M., Buontempo, J., Cimpian, A., Woody, S., Crosnoe, R., ... & Dweck, C. S. (2022). Teacher mindsets help explain where a growth-mindset intervention does and doesn't work. *Psychological Science, 33*(1), 18-32.

Zeidner, M., Matthews, G., & Roberts, R. D. (2023). *What we know about emotional intelligence: How it affects learning, work, relationships, and our mental health*. MIT Press.

Zimmerman, B. J. (2013). From cognitive modeling to self-regulation: A social cognitive career path. Educational Psychologist, 48(3), 135–147.

Zimmerman, B. J., & Moylan, A. R. (2023). Self-regulation: Where metacognition and motivation intersect. In D. H. Schunk & J. A. Greene (Eds.), *Handbook of self-regulation of learning and performance* (3rd ed., pp. 17-32). Routledge.