

SCHOOL ADMINISTRATORS' LEADERSHIP SATISFACTION AND HEALTHY LIFESTYLE PRACTICES TOWARDS SCHOOL DEVELOPMENT

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ABSTRACT

This study investigated the connection between secondary school administrators' leadership satisfaction, healthy lifestyle practices, and school development in Region XII, specifically in the Schools Division Offices of Cotabato, Sarangani, South Cotabato, and Sultan Kudarat. A quantitative research design was used in this study. Descriptive statistics, such as weighted mean, and inferential statistics, such as Spearman's rank correlation coefficient and linear regression, were the statistical tools used for quantitative data. The quantitative phase with 218 participants found high levels of leadership satisfaction, healthy lifestyle practices, and school development. Between these factors, there was a positive correlation. Leadership satisfaction programs could focus on leadership programs, professional development, transformational development, infrastructure challenges, strengthening school-community partnerships, and empowering school leaders and teachers. Healthy lifestyle interventions could center around administrator wellness programs. The leadership satisfaction policies could focus on prioritizing governance and education, school leadership, monitoring evaluation, and dynamics in governance, while the healthy lifestyle practices policies could focus on healthy lifestyles and healthy learning institutions.

Keyword: School administrators, Leadership satisfaction, Healthy lifestyle, School Development.

1. INTRODUCTION

In an educational community, school leadership is crucial. A skilled administrator creates favorable environments, stimulates advancement, and motivates personnel, positively influencing academic achievement. School leaders often overlook their happiness and well-being despite their hard work and stressful jobs. This study provides an in-depth investigation of the complex interactions between school administrators' participation in healthy living practices and their sense of fulfillment as leaders, along with an examination of how these interactions affect the growth of schools and the academic achievements of their students.

Existing research demonstrates that satisfied leaders create a more positive school climate, which fosters teacher morale and student achievement (Akyol & Kabasakal, 2021). Also, satisfied leaders are more effective in implementing school improvement initiatives (Leithwood and Seashore Louis, 2016). Moreover, research suggests that healthy lifestyle practices, such as regular exercise and a balanced diet, can improve a leader's cognitive function, decision-making skills, and stress management (Mehta, 2018).

Despite extensive research on the individual effects of leadership satisfaction and healthy lifestyles on the well-being of individuals and organizations (Gervick, 2014), there remains a significant research gap regarding their potential to collaborate in the context of school development. Limited research explores the combined effects of school administrators' leadership satisfaction and healthy lifestyle practices on school development.

As a result, little is known about how these elements can work together and influence one another in the unique situation of school administrators' leadership satisfaction and healthy lifestyle practices. Few studies have explored the potential interactions and amplifications between these elements.

By addressing this gap, this study can provide valuable insights for improving leadership practices and promoting school development through a holistic approach that considers both leadership satisfaction and the healthy lifestyle practices of school administrators.

This study has the potential to make significant contributions to our present understanding of the dynamics of school leadership by means of an investigation into the intricate linkages that exist between these factors. The primary goal of the study is to assess secondary school administrators' leadership satisfaction and healthy lifestyle practices in relation to school development.

2. METHODOLOGY

This research employs quantitative research design. It was conducted in Region XII (SOCCSKSARGEN), specifically in the Schools Division Offices of Cotabato, Sarangani, South Cotabato, and Sultan Kudarat. The respondents were the secondary school administrators that were selected through stratified random sampling using Slovin's formula. A survey questionnaire was given to two hundred eighteen (218) respondents. The research instrument used was a self-made semi-structured questionnaire based on specified review of related literature, existing scales, and validated measures that was validated by an expert and tested its reliability using Cronbach's alpha. The statistical tools used for the quantitative data was correlation analysis in order to answer the hypotheses of the study.

3. RESULTS AND DISCUSSION

Relationship of the Leadership Satisfaction and School Development

Job Fulfillment and Academic Achievement

As indicated in the result, there is a highest degree of significant relationship between secondary school administrators' leadership satisfaction in terms of job fulfilment and schools' development in terms of the academic achievement (Coef. $\beta = 0.527^{**}$, Probability = 0.000). This implies that the more the administrators are job fulfilled, the higher the academic achievement of the school he is handling. The p-value is less than the significance threshold of 0.01; so, the hypothesis is rejected.

Skaalvik and Skaalvik (2021) states that teachers who experience greater fulfillment in their roles may contribute to a learning environment that fosters better academic outcomes for students.

Job Fulfilment and Extracurricular Participation

The result shows that there is a high degree of significant relationship between secondary school administrators' leadership satisfaction in terms of job fulfilment and schools' development in terms of extracurricular participation (Coef. $\beta = 0.358^{**}$, Probability = 0.000). It implies that that creating good conditions for job satisfaction among secondary school administrators can be a powerful strategy for promoting student development and a thriving school climate through increased extracurricular participation. The p-value is less than the significance threshold of 0.01; so, the hypothesis is rejected.

Wentzel (2017) highlights the positive influence of teacher motivation on student engagement in after-school activities. It suggests that teachers who are more motivated, potentially due to factors influencing job fulfillment, might be more likely to create engaging learning environments that extend beyond the classroom and encourage participation in extracurricular activities.

Job Fulfilment and School Climate

The result shows that there is a high degree of significant relationship between secondary school administrators' leadership satisfaction in terms of job fulfilment and schools' development in terms of school climate (Coef. $\beta = 0.517^{**}$, Probability = 0.000). It highlights the importance of supporting school administrators and fostering their job satisfaction. It can potentially lead to positive outcomes for the entire school community. The p-value is less than the significance threshold of 0.01; so, the hypothesis is rejected.

A recent review by Wei et al. (2020) examined the relationship between job fulfillment and school climate. Their analysis indicated a **positive correlation** between teacher job satisfaction and positive school climate. This

suggests that teachers who experience greater fulfillment in their roles contribute to a more positive and supportive school environment for students and staff.

Job Fulfilment and Teacher & Staff Morale

The result shows that there is a moderately high degree of significant relationship between secondary school administrators' leadership satisfaction in terms of job fulfilment and schools' development in terms of teacher and staff morale (Coef. $\beta = 0.292^{**}$, Probability = 0.000). It implies that schools where administrators are more satisfied and fulfilled in their roles tend to have higher teacher and staff morale. This could be because satisfied administrators are more likely to create positive work environments, foster collaboration, and address staff concerns. The p-value is less than the significance threshold of 0.01; so, the hypothesis is rejected.

A recent review by Xanthopoulou et al. (2020) explored the connection between job fulfillment and teacher and staff morale. Their findings supported a **positive correlation** between the two. Teachers and staff who experience greater job fulfillment tend to report higher morale, which signifies feelings of enthusiasm, optimism, and commitment within the school environment.

Leadership Support and Academic Achievement

The result shows that there is a high degree of significant relationship between secondary school administrators' leadership satisfaction in terms of leadership support and schools' development in terms of academic achievement (Coef. $\beta = 0.496^{**}$, Probability = 0.000). It implies that schools where administrators feel satisfied with the level of leadership support they receive tend to have higher academic achievement among students. This could be because satisfied administrators are more likely to create effective educational programs, support teachers, and provide the resources necessary for student success. The p-value is less than the significance threshold of 0.01; so, the hypothesis is rejected.

A recent review by Leithwood et al. (2019) examined the connection between leadership support and academic achievement. Their analysis indicated a **positive relationship** between instructional leadership practices by school leaders and student achievement. This suggests that school leaders who provide effective support for teachers in areas like curriculum development, instructional strategies, and professional development can contribute to improved academic outcomes for students.

Leadership Support and Extracurricular Participation

The result shows that there is a high degree of significant relationship between secondary school administrators' leadership satisfaction in terms of leadership support and schools' development in terms of extracurricular participation (Coef. $\beta = 0.519^{**}$, Probability = 0.000). It implies schools where administrators feel satisfied with the level of leadership support they receive tend to have more active and developed extracurricular programs for students. The p-value is less than the significance threshold of 0.01; so, the hypothesis is rejected.

Wentzel (2017) states that principals who support and motivate teachers might create conditions where teachers are more likely to encourage student participation in extracurricular.

Leadership Support and School Climate

The result shows that there is a moderately high degree of significant relationship between secondary school administrators' leadership satisfaction in terms of leadership support and schools' development in terms of school climate (Coef. $\beta = 0.336^{**}$, Probability = 0.000). It implies schools where administrators feel well-supported by their leadership tend to have more positive school climates. The p-value is less than the significance threshold of 0.01; so, the hypothesis is rejected.

Robinson (2020) reviews research on school climate and highlights the significant role of leadership support in creating a positive learning environment. The review suggests that leaders who foster collaboration among staff, promote a shared vision for the school, provide clear expectations for behavior, address student and staff concerns promptly, and create a culture of trust and respect can contribute to a more positive school climate. This positive climate, in turn, can lead to improved student learning, safety, and well-being.

Leadership Support and Teacher & Staff Morale

The result shows that there is a moderately high degree of significant relationship between secondary school administrators' leadership satisfaction in terms of leadership support and schools' development in terms of teacher & staff morale (Coef. $\beta = 0.286^{**}$, Probability = 0.000). It implies schools where administrators feel well-supported by their leadership tend to have higher teacher and staff morale. This finding highlights the importance of ensuring that school administrators have the leadership support they need. When administrators feel supported, it

can have positive downstream effects on the morale of teachers and staff. The p-value is less than the significance threshold of 0.01; so, the hypothesis is rejected.

A recent review by Robinson et al. (2020) examined the relationship between leadership support and teacher and staff morale. Their findings indicated that leadership behaviors characterized by trust, collaboration, and empowerment positively impacted teacher and staff morale. This suggests that school leaders who create a supportive environment where teachers and staff feel valued and involved in decision-making can contribute to a more positive and motivated workforce.

Decision-making Autonomy and Academic Achievement

The result shows that there is a high degree of significant relationship between secondary school administrators' leadership satisfaction in terms of decision-making autonomy and schools' development in terms of academic achievement (Coef. $\beta = 0.400^{**}$, Probability = 0.000). It implies that schools where administrators have more autonomy in decision-making and feel satisfied with that level of control tend to have higher academic achievement among students. This finding highlights the potential benefits of granting school administrators more autonomy in decision-making, particularly when coupled with their satisfaction with that level of control. It suggests that this approach might lead to positive outcomes for student learning. The p-value is less than the significance threshold of 0.01; so, the hypothesis is rejected.

Bossu and Gittell (2017) explores the connection between distributed leadership (where decision-making is shared among teachers and leaders) and student achievement. While it doesn't directly focus solely on teacher autonomy, it highlights the potential benefits of shared decision-making on student outcomes.

Decision-making Autonomy and Extracurricular Participation

The result shows that there is a high degree of significant relationship between secondary school administrators' leadership satisfaction in terms of decision-making autonomy and schools' development in terms of extracurricular participation (Coef. $\beta = 0.443^{**}$, Probability = 0.000). It implies that schools where administrators have more autonomy in decision-making and feel satisfied with that control tend to have more active and developed extracurricular programs for students. The p-value is less than the significance threshold of 0.01; so, the hypothesis is rejected.

Schaubroeck et al. (2014) explored the link between teacher autonomy and their motivational beliefs. Their findings suggest that teachers with greater decision-making autonomy report higher levels of intrinsic motivation, which could translate into increased effort and engagement in activities beyond the classroom, potentially including supporting extracurricular programs.

Decision-making Autonomy and School Climate

The result shows that there is a high degree of significant relationship between secondary school administrators' leadership satisfaction in terms of decision-making autonomy and schools' development in terms of school climate (Coef. $\beta = 0.489^{**}$, Probability = 0.000). It implies that schools where administrators have more autonomy in decision-making and feel satisfied with that control tend to have more positive school climates. The p-value is less than the significance threshold of 0.01; so, the hypothesis is rejected.

Louis et al. (2020) examined the relationship between decision-making autonomy and school climate. Their analysis indicated mixed results. Some studies found a positive association between increased autonomy and a more positive school climate, while others reported no significant connection. This suggests that the impact of decision-making autonomy on school climate might be complex and depend on various factors within the school context.

Recognition & Reward and Academic Achievement

The result shows that there is a high degree of significant relationship between secondary school administrators' leadership satisfaction in terms of recognition & reward and schools' development in terms of academic achievement (Coef. $\beta = 0.439^{**}$, Probability = 0.000). It implies that schools where administrators feel satisfied with the level of recognition and reward they receive tend to have higher academic achievement among students. The p-value is less than the significance threshold of 0.01; so, the hypothesis is rejected.

Tang & Yuan (2022) highlights the need for a nuanced approach to recognition & reward. While it can play a role in some situations, fostering intrinsic motivation through engaging learning experiences appears to be a more sustainable strategy for promoting academic achievement.

Recognition & Reward and Extracurricular Participation

The result shows that there is a high degree of significant relationship between secondary school administrators' leadership satisfaction in terms of recognition & reward and schools' development in terms of extracurricular participation (Coef. $\beta = 0.499^{**}$, Probability = 0.000). It implies that schools where administrators feel appreciated and acknowledged for their efforts tend to have more active and developed extracurricular programs for students. This finding highlights the potential benefits of recognizing and rewarding the efforts of school administrators. When administrators feel valued, it can have a ripple effect, leading to a more vibrant extracurricular environment for students. Increased participation in these programs can have numerous benefits for students, fostering social connections, developing talents, and improving overall well-being. The p-value is less than the significance threshold of 0.01; so, the hypothesis is rejected.

In the context of extracurricular activities, recognition and rewards could be seen as extrinsic motivators. While they might provide a short-term boost in participation, it's important to consider fostering intrinsic motivation through strategies that focus on the enjoyment and value of participation in the activity itself (Reeve, 2016).

Recognition & Reward and School Climate

The result shows that there is a high degree of significant relationship between secondary school administrators' leadership satisfaction in terms of recognition & reward and schools' development in terms of extracurricular participation (Coef. $\beta = 0.508^{**}$, Probability = 0.000). It implies that schools where administrators feel appreciated and acknowledged for their efforts tend to have more active and developed extracurricular programs for students. The p-value is less than the significance threshold of 0.01; so, the hypothesis is rejected.

A study by Niemiec et al. (2016) explored the effect of reward systems on student motivation and classroom climate. Their results suggest that well-designed reward systems can promote positive classroom interactions and student engagement, potentially contributing to a more positive school climate.

Recognition & Reward and Teacher & Staff Morale

The result shows that there is a moderately high degree of significant relationship between secondary school administrators' leadership satisfaction in terms of recognition & reward and schools' development in terms of teacher & staff morale (Coef. $\beta = 0.217^{**}$, Probability = 0.000). It implies that schools where administrators feel appreciated and acknowledged for their efforts tend to have somewhat higher teacher and staff morale. The p-value is less than the significance threshold of 0.01; so, the hypothesis is rejected.

A recent review by Bei et al. (2020) examined the relationship between recognition and reward programs and teacher and staff morale. Their analysis indicated that well-designed recognition and reward programs can have a positive impact on teacher and staff morale.

Table 2. Correlation matrix showing the relationship of the leadership satisfaction of the secondary school administrators and the school development.

Leadership Satisfaction		Academic Achievement	Extracurricular Participation	School Climate	Teacher & Staff Morale
Job Fulfillment	Corr. coef.	0.527^{**}	0.358^{**}	0.517^{**}	0.292^{**}
	Probability	0.000	0.000	0.000	0.000
Leadership Support	Corr. coef.	0.496^{**}	0.519^{**}	0.336^{**}	0.286^{**}
	Probability	0.000	0.000	0.000	0.000
Decision-making	Corr. coef.	0.400^{**}	0.443^{**}	0.489^{**}	0.114
Autonomy	Probability	0.000	0.000	0.000	0.094
Recognition and Reward	Corr. coef.	0.439^{**}	0.499^{**}	0.508^{**}	0.217^{**}
	Probability	0.000	0.000	0.000	0.001

*Correlation is significant at 0.05 level

**Correlation is significant at 0.01 level

Relationship of the Healthy Lifestyle and the School Development

Physical Activity and Academic Achievement

The result shows that there is a moderately high degree of significant relationship between secondary school healthy lifestyle practices in terms of physical activity and schools' development in terms of academic achievement (Coef. $\beta = 0.246^{**}$, Probability = 0.000). It implies that schools that encourage physical activity among students tend to have students with higher academic performance. The p-value is less than the significance threshold of 0.01; so, the hypothesis is rejected.

A recent review by the World Health Organization (WHO) in 2021 explored the connection between physical activity and academic Achievement. The review found compelling evidence that regular physical activity, increased emphasis on physical education in schools, and incorporating more movement into classrooms can all lead to improvements in academic achievement.

Physical Activity and Extracurricular Participation

The result shows that there is a moderately high degree of significant relationship between secondary school healthy lifestyle practices in terms of physical activity and schools' development in terms of academic achievement (Coef. $\beta = 0.142^*$, Probability = 0.036). It implies that schools with programs that encourage physical activity tend to have students with slightly higher academic achievement on average. The p-value is less than the significance threshold of 0.05; so, the hypothesis is rejected.

One recent review found a positive correlation between physical activity and extracurricular participation in youth. Specifically, school-based extracurricular sports programs were linked to increased overall physical activity levels, even when compared to participation in community sports (Duncan et al., 2011). This suggests that extracurricular activities can be a significant factor in promoting a healthy lifestyle for young people.

Physical Activity and School Climate

The result shows that there is a moderately high degree of significant relationship between secondary school healthy lifestyle practices in terms of physical activity and schools' development in terms of school climate (Coef. $\beta = 0.162^*$, Probability = 0.013). It implies that schools that promote physical activity among students tend to also have a more positive school climate. Further, the findings suggest that encouraging physical activity in secondary schools can be a valuable strategy for fostering a more positive and supportive learning environment. The p-value is less than the significance threshold of 0.05; so, the hypothesis is rejected.

A recent study by Augustsson (2021) explored the role of school principals in promoting physical activity for students. The research suggests that principals have a significant impact on creating a school environment that encourages physical activity. However, the study also found that principals often delegate the responsibility for planning physical activity initiatives to other staff members. This highlights the need for principals to be not only supportive of physical activity programs but also actively involved in ensuring their successful implementation.

Nutrition Habits and Academic Achievement

The result shows that there is a moderately high degree of significant relationship between secondary school administrators' healthy lifestyle practices in terms of nutrition habits and schools' development in terms of academic achievement (Coef. $\beta = 0.549^*$, Probability = 0.000). It suggests schools with administrators who prioritize healthy eating tend to have students with higher academic achievement. The p-value is less than the significance threshold of 0.01; so, the hypothesis is rejected.

A study by Dwyer et al. (2020) explored the correlation between university students' eating habits and academic performance. Their findings showed a positive association between healthy choices and academic achievement. In particular, students who reported regularly eating breakfast had higher GPAs compared to those who skipped breakfast. Conversely, frequent consumption of fast food was linked to lower academic performance. This suggests that nutrition does play a role in students' success, although other lifestyle factors likely also influence academic achievement.

Nutrition Habits and Extracurricular Participation

The result shows that there is a moderately high degree of significant relationship between secondary school administrators' healthy lifestyle practices in terms of nutrition habits and schools' development in terms of extracurricular participation (Coef. $\beta = 0.331^{**}$, Probability = 0.000). It implies that schools with administrators

who practice healthy nutrition habits tend to also have more developed extracurricular programs. The p-value is less than the significance threshold of 0.01; so, the hypothesis is rejected.

The potential of extracurricular activities to improve children's knowledge about nutrition. School-based programs that incorporate nutrition education alongside extracurricular activities can empower students to make healthier food choices, both for themselves and potentially influencing their families as well (Amin, 2019).

Nutrition Habits and Teacher & Staff Morale

The result shows that there is a moderately high degree of significant relationship between secondary school administrators' healthy lifestyle practices in terms of nutrition habits and schools' development in terms of teacher & staff morale (Coef. $\beta = 0.411^{**}$, Probability = 0.000). It implies that administrators who prioritize healthy eating might set a positive tone for the school environment, promoting overall well-being and potentially influencing staff to make healthier choices as well. This can contribute to a more positive and supportive workplace culture. The p-value is less than the significance threshold of 0.01; so, the hypothesis is rejected.

Workplace wellness programs encompassing healthy eating initiatives alongside other aspects like physical activity and stress management can contribute to improvements in teacher well-being and potentially morale (Maynard, 2021).

Stress Management and Academic Achievement

The result shows that there is a high degree of significant relationship between secondary school administrators' healthy lifestyle practices in terms of stress management and schools' development in terms of academic achievement (Coef. $\beta = 0.503^{**}$, Probability = 0.000). It implies that school administrators who manage stress effectively might be better equipped to make clear decisions, delegate tasks efficiently, and provide strong leadership for teachers and staff. This can create a more stable and supportive learning environment for students. The p-value is less than the significance threshold of 0.01; so, the hypothesis is rejected.

The importance of strong school leadership in fostering a positive school climate, which in turn, is linked to improved student achievement. While the study doesn't directly address principal stress management, it suggests that principal well-being likely plays a role in their ability to effectively lead and create a positive environment for student success (Hattie, 2018).

Stress Management and Extracurricular Participation

The result shows that there is a moderately high degree of significant relationship between secondary school administrators' healthy lifestyle practices in terms of stress management and schools' development in terms of extracurricular participation (Coef. $\beta = 0.397^{**}$, Probability = 0.000). It implies that schools with administrators who manage stress well tend to also have more developed extracurricular participation. The p-value is less than the significance threshold of 0.01; so, the hypothesis is rejected.

A recent study by Moore et al. (2023) titled "The Impact of Administrator Well-Being on School Climate and Student Outcomes" supports this finding. Their research found a positive correlation between administrator stress management and student participation in extracurricular activities. This suggests that schools with administrators who prioritize self-care may be better equipped to foster a positive and engaging learning environment for students, potentially leading to increased participation in extracurricular activities.

Stress Management and Teacher & Staff Morale

The result shows that there is a moderately high degree of significant relationship between secondary school administrators' healthy lifestyle practices in terms of stress management and schools' development in terms of teacher & staff morale (Coef. $\beta = 0.357^{**}$, Probability = 0.000). It implies that administrators who manage stress effectively might be more patient, understanding, and approachable, fostering a better working relationship with teachers and staff. The p-value is less than the significance threshold of 0.01; so, the hypothesis is rejected.

A recent study by Luo et al. (2022) titled "The Relationship Between Administrator Well-Being and Teacher Motivation in Secondary Schools" aligns with these findings. Their research found a positive correlation between administrator stress management and teacher morale. This suggests that schools with administrators who prioritize self-care may create a work environment that is more supportive and motivating for teachers.

Work-life Balance and Academic Achievement

The result shows that there is a very high degree of significant relationship between secondary school administrators' healthy lifestyle practices in terms of work-life balance and schools' development in terms of academic achievement (Coef. $\beta = 0.745^{**}$, Probability = 0.000). It implies that schools with administrators who

achieve a healthy work-life balance tend to have students with higher academic achievement. The p-value is less than the significance threshold of 0.01; so, the hypothesis is rejected.

A recent study by Deng et al. (2022) titled "The Influence of Administrator Well-Being on Teacher Motivation and Student Achievement" supports this finding. Their research found a positive correlation between administrator work-life balance and student academic performance. This suggests that schools with administrators who prioritize a healthy work-life balance may be better equipped to create a positive and motivating environment for teachers, ultimately leading to improved student achievement.

Work-life Balance and Extracurricular Participation

The result shows that there is a high degree of significant relationship between secondary school administrators' healthy lifestyle practices in terms of work-life balance and schools' development in terms of extracurricular participation (Coef. $\beta = 0.619^{**}$, Probability = 0.000). It implies that schools with administrators who achieve a healthy work-life balance tend to have more developed extracurricular programs. The p-value is less than the significance threshold of 0.01; so, the hypothesis is rejected.

A recent study by Chen et al. (2022) titled "The Influence of Administrator Work-Life Balance on School Staff Morale and Student Engagement" supports this finding. Their research found a positive correlation between administrator work-life balance and the number of extracurricular activities offered at a school. This suggests that schools with administrators who prioritize a healthy work-life balance might create a more positive environment that fosters student engagement in extracurricular activities.

Work-life Balance and School Climate

The result shows that there is a moderately high degree of significant relationship between secondary school administrators' healthy lifestyle practices in terms of work-life balance and schools' development in terms of school climate (Coef. $\beta = 0.339^{**}$, Probability = 0.000). It implies that schools with administrators who achieve a good work-life balance tend to have a more positive school environment. The p-value is less than the significance threshold of 0.01; so, the hypothesis is rejected.

A recent study by Jackson and Mavros (2022) titled "The Influence of Administrator Well-being on Teacher Job Satisfaction and School Climate" supports this finding. Their research found a positive correlation between administrator work-life balance and a more positive school climate. This suggests that when administrators prioritize well-being and achieve a healthy work-life balance, it can create a ripple effect, leading to a more positive and supportive environment for both teachers and students.

Work-life Balance and Teacher & Staff Morale

The result shows that there is a moderately high degree of significant relationship between secondary school administrators' healthy lifestyle practices in terms of work-life balance and schools' development in terms of teacher & staff morale (Coef. $\beta = 0.368^{**}$, Probability = 0.000). It implies that schools with administrators who achieve a good work-life balance tend to have higher teacher and staff morale. The p-value is less than the significance threshold of 0.01; so, the hypothesis is rejected.

A recent study by Forsyth et al. (2022) titled "The Influence of Administrator Well-being on Teacher Retention and Morale" supports this finding. Their research found a positive correlation between administrator work-life balance and teacher morale. This suggests that schools with administrators who prioritize a healthy work-life balance might experience a more positive and supportive work environment for teachers, potentially leading to higher morale and reduced turnover.

Table 3. Correlation matrix showing the relationship of the healthy lifestyle of secondary school administrators and the **school development**.

<i>Spearman Rho</i>					
Healthy Lifestyle		Academic Achievement	Extracurricular Participation	School Climate	Teacher & Staff Morale
Physical Activity	Corr. coef.	0.246**	0.142*	0.168*	0.017
	Probability	0.000	0.036	0.013	0.802
Nutrition Habits	Corr. coef.	0.549**	0.331**	0.124	0.411**
	Probability	0.000	0.000	0.066	0.000
Stress Mgt.	Corr. coef.	0.503**	0.397**	0.128	0.357**
	Probability	0.000	0.000	0.059	0.000
Work-life Balance	Corr. coef.	0.745**	0.619**	0.339**	0.368**
	Probability	0.000	0.000	0.000	0.000

*Correlation is significant at 0.05 level

**Correlation is significant at 0.01 level

4. CONCLUSIONS

When school principals exhibit positive leadership behaviors, it creates a supportive working environment that improves teacher morale and retention. Job satisfaction is crucial for educators to continue their professional work effectively. Teachers play a vital role in shaping students' experiences, and their satisfaction directly impacts student outcomes. Effective school leaders who maintain a healthy work-life balance are likely to experience higher job satisfaction. Balancing professional responsibilities with personal well-being contributes to overall satisfaction. Leaders who practice stress management techniques, such as exercise, mindfulness, and adequate rest, may experience greater satisfaction. Managing stress positively impacts leadership effectiveness. School administrators who model healthy lifestyle practices can inspire teachers and staff to adopt similar habits. This can create a positive organizational culture and enhance job satisfaction. Schools should prioritize leadership development programs that emphasize positive leadership behaviors, stress management, and work-life balance. Encouraging healthy lifestyle practices among school administrators can have a ripple effect on the entire school community. Collaborative efforts between administrators, teachers, and staff can foster a supportive environment that enhances job satisfaction and contributes to overall school development.

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