

School heads' instructional support and teachers' job satisfaction in public schools

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Abstract

Aim: This study aimed to examine the relationship between school heads' instructional support and teachers' job satisfaction in selected elementary schools, particularly in terms of instructional leadership, teacher support, and professional development.

Methodology: The study employed a descriptive-correlational quantitative research design. Adapted survey questionnaires were distributed online through Google Forms to 150 elementary teachers and 15 elementary school heads. The collected data were organized, analyzed, and interpreted using appropriate statistical tools to determine the relationship between school heads' instructional support and teachers' job satisfaction.

Results: The findings revealed a statistically significant relationship between school heads' instructional support and teachers' job satisfaction, as indicated by a p-value of .0036, which is lower than the 0.05 level of significance. Although the Pearson r value of .03993 indicated a very weak positive relationship, the results suggest that improvements in instructional support are associated with increased teacher job satisfaction.

Conclusion: The study highlights the important role of instructional leadership in influencing teachers' motivation, well-being, and professional satisfaction. The findings emphasize the need for school heads to strengthen supportive leadership practices, instructional guidance, and professional development initiatives to improve teacher satisfaction and promote a positive learning environment in public elementary schools.

Keywords: *instructional leadership, teacher job satisfaction, educational leadership, teacher support, public elementary schools*

INTRODUCTION

Effective leadership is crucial in fostering an environment that supports educators and cultivates a positive workplace culture. This supportive framework not only enhances teacher job satisfaction but also significantly improves student achievement, particularly in the context of the rapidly evolving global educational system. School leaders are increasingly being trained to create effective learning environments, with a focus on instructional leadership that encompasses curriculum implementation, instructional delivery, learner outcomes, and technology integration. They ensure that the curriculum is utilized effectively, support teachers with necessary resources, and adjust based on feedback (Ralebese et al., 2025). By promoting diverse teaching methods, offering professional development, and setting high academic standards, leaders actively track student progress and motivate both teachers and students to achieve their best.

With the increasing relevance of technology in education, leaders are tasked with staying up to date on new tools and demonstrating how to integrate them into lessons. This ensures that students have access to the necessary resources to enhance their learning experiences. Furthermore, international leadership trends emphasize the need for leaders to navigate a diverse and globalized environment effectively. Key trends include the development of cultural intelligence, in which leaders adapt their leadership styles to engage with diverse cultures, and collaborative leadership, which emphasizes empowering teams and promoting shared ownership. (Yildiz, 2021)

To succeed in this interconnected world, leaders must also incorporate technology to enhance cross-border communication. Agility and resilience are vital traits that enable them to adapt to rapid changes, while an increased



focus on teacher well-being emphasizes the need for supportive work environments. Together, these trends underscore the importance of modern leaders adopting inclusive and innovative leadership practices.

Global trends increasingly influence curriculum innovation, necessitating educational programs to adapt to diverse learner needs through technology-enhanced learning (Ayas & Charles, 2024). This transformation aims to create interactive, personalized learning environments that prepare students for success in a technology-driven world. As educational leaders adopt modern pedagogical approaches, they face the challenge of fostering innovative cultures within their institutions, particularly given the high teacher turnover in public schools (OECD, 2025). This turnover disrupts instructional continuity, with studies indicating that job satisfaction, administrative support, and professional development are vital for retention (Sala, 2023). By addressing these factors, school leaders can implement targeted interventions that improve teacher morale and engagement, ultimately enhancing retention.

The Philippine Department of Education has established a framework to enhance the professional standards for both school heads and supervisors. School heads, such as principals, are responsible for leading schools. This initiative was introduced through Department of Education (DepEd) Order 24, s. 2020, which presented the Philippine Professional Standards for School Heads (PPSSH), and DepEd Order 25, s. 2021, which outlined the Professional Standards for Supervisors (PPSS). These programs are part of a broader effort to improve educational leadership across the Philippines, aligning with global trends aimed at professionalizing educational administration.

The evaluation criteria for school heads are undergoing significant evolution. Traditional metrics, primarily centered on credentials, are being augmented by contemporary expectations that encompass interpersonal skills and collaborative leadership. Modern educational leadership necessitates the integration of emotional intelligence, adaptability, and robust communication capabilities. As educational paradigms shift towards prioritizing 21st-century competencies, school leaders are increasingly expected to function as both efficient managers and effective instructional leaders who champion pedagogical advancements (Godes & Dioso, 2024). This evolving framework underscores the crucial role that school leaders play in driving educational improvements. For transformative change to occur, it is imperative for principals to embrace their identity as educators and concentrate on instructional efficacy. Real improvement mandates proactive involvement and advocacy from school heads, who are responsible for initiating processes that foster school growth and facilitate continuous teacher development.

Cavite is characterized by rapid urbanization and demographic diversity. This region has simultaneously experienced growth while facing educational disparities, making it an ideal case for examining the complexities of educational leadership. The local context features schools with active instructional support programs, which are essential for gathering relevant perspectives on how such support influences job satisfaction. Additionally, this setting allows for an exploration of how cultural attitudes and socioeconomic conditions shape the effectiveness of school leadership, thereby providing an opportunity to study the nuances that affect curriculum delivery and instructional effectiveness.

Despite existing research on instructional leadership, a gap persists in tailoring leadership approaches to bolster teacher job satisfaction and performance. Recent findings highlight the influence of leadership strategies on teacher morale and retention. This study aimed to explore how school head support could enhance teacher satisfaction and retention, emphasizing the importance of prioritizing teacher well-being for improved student outcomes.

Focusing on factors like community engagement and local socioeconomic contexts, the research employed a descriptive, correlational quantitative design with structured surveys to analyze the relationship between instructional support from school heads and teacher job satisfaction. This study not only established these correlations but also contextualized them within Cavite's unique landscape.

By uncovering localized findings, the research sought to provide tailored insights for educational practitioners and proposed a Comprehensive Training Program to address deficiencies in instructional practices. Ultimately, the study reinforced the pivotal role of supportive leadership in enhancing teacher satisfaction and retention, contributing positively to the educational ecosystem.

Review of Related Literature and Studies

Instructional leadership is a fundamental aspect of effective school management and plays a significant role in teacher satisfaction worldwide. Effective instructional leaders foster an environment that supports teachers by promoting professional development and encouraging collaboration (Lerang et al., 2021). The study showed that when school leaders actively engaged in instructional leadership, teachers felt more supported and motivated, leading to higher job satisfaction. Further reinforcing this connection, Ertürk (2021) reported a positive correlation between perceived levels of administrative support and teachers' job satisfaction. Teachers who felt supported were more

inclined to invest in their professional growth, echoing Vygotsky's theory of cognitive development, which advocates the necessity of a supportive learning environment for both students and educators. Vygotsky posited that collaboration and social interaction were essential for effective learning and personal development. This view resonates deeply with the current discourse on enhancing educational practices through robust instructional leadership. The relationship between the support provided by school heads and teachers' overall job satisfaction has attracted substantial academic scrutiny. Various studies have shown that different leadership styles and supportive frameworks within educational institutions notably influence teachers' evaluations of their work environment and overall satisfaction. For instance, Ylimaki and Gu (2026) explored the impact of transformational leadership strategies, illustrating how these approaches, prevalent in both developed and developing nations, serve to enhance teacher morale and commitment. Their research emphasized that effective communication, trust, and recognition from school leadership are instrumental in shaping a positive professional experience for educators.

The advancement of technology-enhanced learning strategies has become a critical focus in instructional leadership. Yuan and Wang (2026) contended that effective digital leadership played a pivotal role in cultivating a supportive school environment, enhancing teacher morale and satisfaction. Their research highlighted that principals who integrated technology into their leadership practices fostered a collaborative culture among educators, contributing to increased job satisfaction. They emphasized that a strong focus on instructional technologies enriched classroom learning experiences and shaped teachers' perceptions of their work environment. Additionally, their study revealed that professional development initiatives, particularly technology training led by school leaders, boosted teachers' confidence in using these resources. Similarly, Cristensen and Jerrim (2025) linked Professional Learning Communities (PLCs) to job satisfaction, noting that these communities provided educators the opportunity to experiment with various instructional technologies and benefit from training.

When school leaders prioritize technology training in PLCs, they foster collaboration, allowing teachers to share successes and tackle challenges together. This collaborative environment not only builds confidence in using new technologies but also promotes a sense of community and support.

Additionally, Ayas and Charles (2024) highlighted the importance of aligning curriculum implementation with instructional technologies. When school administrators focus on this alignment, teachers feel more prepared to deliver engaging lessons, which enhances job satisfaction, requiring effective communication and support for successful adaptation to curriculum changes.

The importance of pedagogical development was underscored by Villalobos Iturriaga et al. (2025), who asserted that when school leaders prioritize instructional innovation and deliver systematic support, the effect not only enhances teaching practices but also significantly uplifts teachers' morale and job satisfaction. This is particularly pertinent in the face of contemporary educational challenges, where the demand for teachers to adapt and innovate continually is ever-present.

The interplay between school leadership and teacher efficacy has emerged as a significant focus within educational research. According to Ertürk (2021), school leaders who engage in robust instructional support—offering resources, professional development opportunities, and constructive feedback—play a critical role in shaping teachers' perceptions of their own effectiveness and job satisfaction. This notion was reinforced by findings in educational psychology, which indicated a close link between teachers' professional growth and the level of support they receive from school administration.

Tatoy (2024) emphasized that instructional leadership remains a cornerstone of effective school administration, particularly in the Philippine context, where principals are expected to balance both administrative and pedagogical responsibilities. His study revealed that principals who prioritize teaching and learning consistently achieve higher performance ratings compared to those who focus primarily on managerial tasks. Tatoy highlighted that instructional leadership involves clarifying student expectations, delivering constructive feedback to teachers, and supporting long-term skill development. Importantly, he noted that effective communication is central to this leadership style, as it fosters collaboration among teachers, enhances student engagement, and strengthens parental involvement. The findings suggest that instructional leadership is not merely a technical function but a relational practice that builds trust and motivates stakeholders to work collectively toward school improvement.

Obuta et al. (2025) investigated the role of instructional supervisory skills in enhancing teacher performance and found that school heads who actively engage in supervision significantly improve classroom practices. Their research underscored that supervision should not be seen as punitive but developmental, providing teachers with constructive feedback and guidance that refine their pedagogical strategies. They argued that effective supervisors foster open communication, resolve conflicts, and promote cooperation among school members. By organizing formal discussions on instruction and student achievement, school heads create opportunities for teachers to reflect on their

practices and align them with institutional goals. The study concluded that instructional supervision is a vital leadership function that directly contributes to teacher confidence, professional growth, and ultimately, student learning outcomes.

Capillanes (2025) explored the impact of instructional leadership on teachers' work performance, emphasizing that leadership practices such as curriculum guidance, classroom monitoring, and resource provision are critical to teacher success. His findings revealed that educators perform better when school heads actively support instructional improvement and communicate effectively. Capillanes argued that instructional leadership fosters a culture of accountability, motivating teachers to meet high standards in student learning outcomes. Moreover, the study highlighted that instructional leadership is strongly correlated with teacher job satisfaction, as teachers feel valued and supported when leaders prioritize their professional development.

Morillo et al. (2025) highlighted the importance of visibility in leadership, showing that effective instructional leaders are present during class hours, actively observe classrooms, and remain accessible to teachers for instructional consultations. Their study concluded that visibility fosters immediate feedback loops, enabling teachers to adjust instructional strategies in real time. This accessibility strengthens trust between teachers and administrators, creating a supportive environment where teachers feel valued and encouraged to improve. Furthermore, the researchers found that leadership visibility contributes to a positive school climate, promoting collaboration among educators and increasing student engagement.

Arambala (2025) reinforced the critical role of leadership competencies, emphasizing emotional intelligence, digital literacy, and culturally responsive practices as essential for modern school heads. Her systematic review argued that school leaders must adapt to diverse student populations and integrate technology into instruction to remain effective. Arambala highlighted that emotional intelligence fosters positive school climates.

The significance of job satisfaction in the teaching profession is paramount, particularly for teacher retention and overall teaching effectiveness. Research consistently indicates that higher job satisfaction is associated with lower turnover among educators. This phenomenon is critical for fostering a stable learning environment conducive to student success. According to Sala (2023), when teachers are satisfied in their roles, the likelihood of their departure from the profession decreases, thereby preserving essential expertise within educational institutions.

Synthesis and Research Gap

Effective instructional leadership was critical to enhancing teacher satisfaction and performance in educational settings. Research highlighted that when school leaders prioritized professional development, collaboration, and supportive environments, teachers felt more appreciated and motivated (Lerang et al., 2021; Ertürk, 2021). Transformational leadership, characterized by effective communication and recognition, played a pivotal role in shaping teachers' evaluations of their work environment (Ylimaki & Gu, 2026). Additionally, the integration of digital leadership became increasingly important; principals who leveraged technology fostered collaborative cultures and improved teacher satisfaction (Yuan & Wang, 2026). PLCs provided opportunities for teachers to experiment with technology, thereby enhancing overall instructional practices (Cristensen & Jerrim, 2025; Ayas & Charles, 2024).

The significance of pedagogical development was also underscored, with studies indicating that prioritizing instructional innovation boosted teacher morale and effectiveness (Villalobos Iturriaga et al., 2025; Ertürk, 2021). Furthermore, effective instructional supervision that encouraged developmental feedback and open communication strengthened trust and collaboration among staff (Obuta et al., 2025; Capillanes, 2025). Visibility of school leaders in classrooms fostered immediate feedback and contributed to a positive school climate (Morillo et al., 2025). Ultimately, fostering a supportive educational environment that valued professional growth was essential for teacher retention and enhanced student success (Sala, 2023). This synthesis illuminated the multifaceted impact of instructional leadership on educational outcomes.

Existing research on instructional leadership highlighted a significant gap in tailoring leadership strategies to improve teacher satisfaction and performance. Recent studies demonstrated the strong impact of leadership on teacher morale and retention, highlighting the importance of school administrators focusing on initiatives that fostered teacher well-being. This study examined the effect of school head support on teacher satisfaction and retention, proposing a framework that incorporated community engagement and local socioeconomic factors. Utilizing a descriptive, correlational quantitative approach, the research involved structured surveys to explore the relationship between instructional support from school heads and teacher job satisfaction within Cavite's educational context.

Theoretical Framework

This research was grounded in two prominent theories: Hallinger's Instructional Leadership Theory and Bandura's Social Cognitive Theory. Together, these frameworks provided a comprehensive understanding of how



educational leadership influences teacher satisfaction and engagement, and how it affects students' learning outcomes. Hallinger's Instructional Leadership Theory was pivotal in understanding the role of school principals in fostering an effective educational environment (Bush, 2025; Ralebese et al., 2025). The theory posited that principals were essential in shaping a school's mission, managing instructional programs, and establishing a conducive learning environment. Using the Principal Instructional Management Rating Scale (PIMRS), this framework assessed leadership effectiveness by linking it to educational outcomes through clearly defined goals and aligned instructional priorities (Tatoy, 2024; Adiotomre, 2025).

Effective leadership involves managing academic processes and necessitates strong management skills, making it crucial for principals to balance engagement with staff, students, and parents. Hallinger emphasized that visible leadership traits, including resource provision and communication skills, were fundamental in fostering trust and engagement within the school community (Ralebese et al., 2025). Thus, principals acted as role models, inspiring commitment to educational excellence and creating a relational aspect of instructional leadership that was crucial in shaping school culture.

Complementing Hallinger's framework, Bandura's Social Cognitive Theory highlighted the importance of self-efficacy in educational settings. This theory focused on individuals' beliefs in their capabilities, which significantly impacted their motivation, performance, and overall job satisfaction (de la Fuente et al., 2023). In the context of teaching, confident educators who experienced recognition and support exhibited higher engagement levels and greater professional commitment.

Bandura's framework introduced the concept of reciprocal determinism, illustrating how principals' practices were influenced not only by their leadership approaches but also by school culture and stakeholder expectations. This interplay ensured that educational leadership was responsive to teachers' motivations, ultimately benefiting students' learning experience. By acknowledging the importance of self-efficacy, the theory revealed that teachers' beliefs drive their actions, thereby creating a positive work environment that fosters engagement and satisfaction (Bush, 2025).

The integration of Hallinger's and Bandura's theories created a nuanced approach to understanding educational leadership. While Hallinger focused on the structural and relational dynamics of leadership in establishing effective instructional practices, Bandura highlighted the psychological factors influencing teachers' motivation and job satisfaction. Together, these theories underscored the importance of leadership that was not only instructional but also supportive, creating environments where teachers felt valued and empowered. This alignment highlighted how effective educational leadership nurtured both teacher satisfaction and student learning outcomes, demonstrating the interconnectedness of leadership, motivation, and educational success.

Conceptual Framework

The researcher adopted the IPO (Input-Process-Output) Format as the framework for their study. In the input stage, comprehensive demographic profiles of the participants were compiled, alongside the identification of variables crucial to the investigation. This encompassed factors such as age, gender, socioeconomic background, and any pertinent educational history.

Moving to the process stage, the methodology outlined the procedural steps involved in conducting the survey questionnaire. This entailed meticulous planning and execution, including the administration of the questionnaire, data collection, organization, analysis, and the subsequent presentation and interpretation of findings. Each phase was meticulously documented to ensure transparency and reproducibility, adhering to best practices in research methodology.

Finally, the output stage encapsulated the culmination of the study's efforts. This encompasses the synthesis of findings into a cohesive narrative, supported by statistical analysis and contextual interpretation. The output may manifest in various forms, such as research papers, presentations, or policy recommendations.

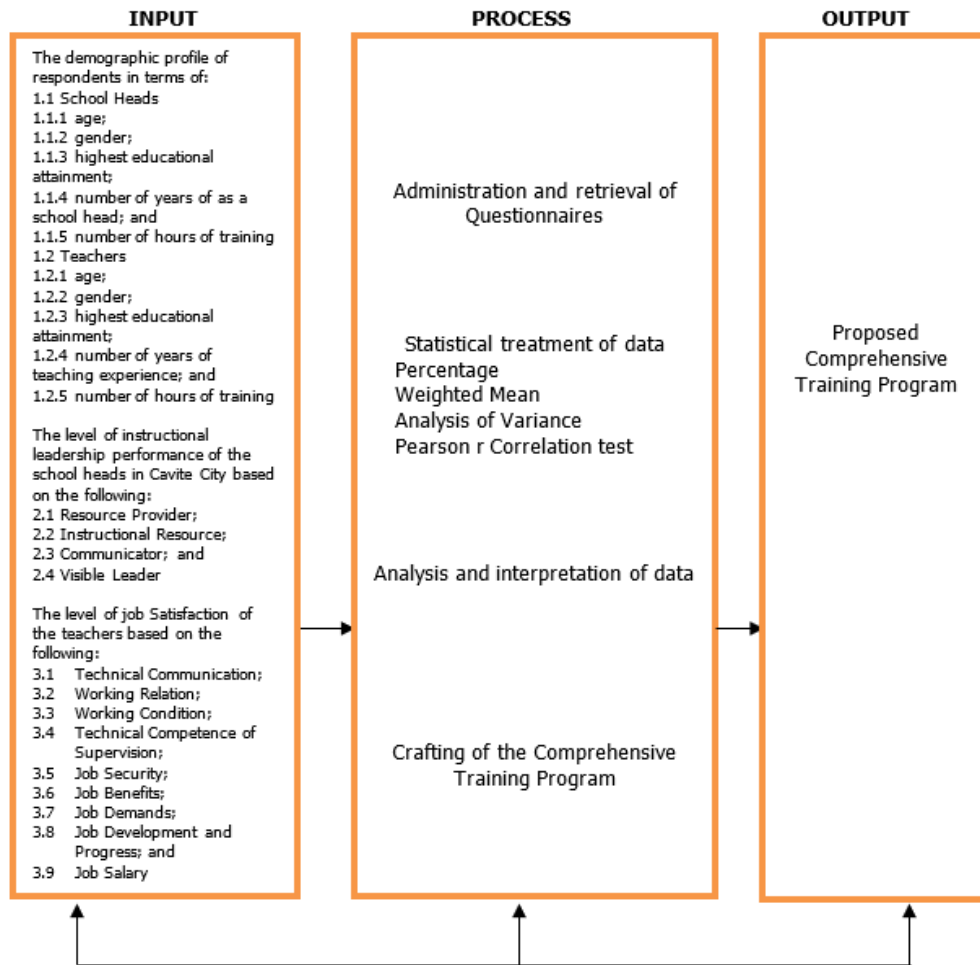


Figure 1: Research Paradigm

The conceptual framework illustrated in Figure 1 presented a structured research paradigm anchored on the Input-Process-Output (IPO) model, designed to examine the interrelationships among instructional support and teacher job satisfaction within the context of Cavite City schools.

The Input component encompassed four major domains: (1) the demographic profiles of school heads and teachers, including variables such as age, gender, educational attainment, years of service, and training hours; (2) the level of instructional support performance of school heads, operationalized through dimensions such as resource provision, instructional support, communication, and visibility; and (3) the level of job satisfaction among teachers, measured across multiple facets including communication, working relations, working conditions, leadership competence, job security, benefits, demands, status, and salary.

The Process segment delineated the methodological procedures employed in the study, beginning with the administration and retrieval of research instruments and continuing with the statistical treatment of the data using percentages, weighted means, Analysis of variance (ANOVA), and Pearson Correlation Coefficient (Pearson's r). These analytical techniques facilitated the interpretation of relationships among the identified variables and informed the development of targeted interventions. The final stage of the process involved synthesizing findings to craft a comprehensive training program.

The framework's Output was a proposed comprehensive training program to enhance instructional leadership capacities among school heads. This Output was intended as a strategic response to the study's empirical insights,

with the goal of improving teacher satisfaction and performance. Overall, the framework provided a coherent and systematic approach to investigating the dynamics of educational leadership and its implications for teacher outcomes, thereby contributing to evidence-based policy and practice in the local educational context.

Statement of the Problem

Instructional leadership plays a significant role in promoting teacher effectiveness, professional growth, and job satisfaction in educational institutions. In public elementary schools, school heads are expected to provide instructional support, professional guidance, and leadership practices that foster a positive teaching and learning environment. However, despite the implementation of leadership standards and professional development programs, challenges related to teacher job satisfaction, leadership visibility, instructional supervision, and professional support continue to affect teacher motivation and retention.

Recent educational studies emphasize that supportive instructional leadership contributes to improved teacher morale, professional engagement, and organizational commitment. Nevertheless, there remains a limited understanding of how specific instructional support practices of school heads influence teachers' job satisfaction in selected elementary schools. Existing studies have largely focused on general leadership practices without adequately identifying which dimensions of instructional support most strongly contribute to teacher satisfaction and retention. Given these concerns, this study sought to examine the relationship between school heads' instructional support and teachers' job satisfaction in selected elementary schools. The study further aimed to identify areas of instructional leadership that may be strengthened through a proposed comprehensive training program designed to improve educational leadership practices and teacher well-being.

General Objective

To examine the relationship between school heads' instructional support performance and teachers' job satisfaction in selected elementary schools.

Specific Objectives

The study aimed to:

1. Determine the level of instructional support performance of school heads in terms of resource provision, instructional support, communication, and leadership visibility.
2. Determine the level of teachers' job satisfaction in terms of communication, working relations, working conditions, supervision, job security, benefits, job demands, professional development, and salary.
3. Determine whether there is a significant difference in the level of instructional support performance of school heads when grouped according to profile variables.
4. Determine whether there is a significant difference in teachers' job satisfaction when grouped according to profile variables.
5. Examine the significant relationship between school heads' instructional support performance and teachers' job satisfaction.
6. Propose a comprehensive training program to strengthen instructional leadership and enhance teacher job satisfaction.

Research Questions

This study sought to answer the following questions:

1. What is the level of instructional support performance of school heads in terms of:
 - a. resource provision;
 - b. instructional support;
 - c. communication; and
 - d. leadership visibility?
2. What is the level of teachers' job satisfaction in terms of:
 - a. communication;
 - b. working relations;
 - c. working conditions;
 - d. supervision;
 - e. job security;
 - f. job benefits;



- g. job demands;
 - h. professional development and progress; and
 - i. salary?
3. Is there a significant difference in the level of instructional support performance of school heads when grouped according to profile variables?
 4. Is there a significant difference in teachers' job satisfaction when grouped according to profile variables?
 5. Is there a significant relationship between school heads' instructional support performance and teachers' job satisfaction?

Hypotheses

H₀₁: There is no significant difference in the level of instructional support performance of school heads when grouped according to profile variables.

H₀₂: There is no significant difference in the level of teachers' job satisfaction when grouped according to profile variables.

H₀₃: There is no significant relationship between school heads' instructional support performance and teachers' job satisfaction.

METHODOLOGY

Research Design

The study employed a descriptive correlational quantitative research design to systematically assess the effectiveness of school heads in leading classrooms and its impact on teachers' job satisfaction and performance within select elementary schools. This design was chosen for its ability to gather numerical data, which provided a clear representation of the perspectives of both school heads and teachers through structured surveys or questionnaires. By utilizing quantitative methods, the research aimed to uncover statistical relationships and patterns that could illuminate the ways instructional support influenced teaching methods and overall job satisfaction.

The rationale behind selecting a quantitative approach centered on the need for objectivity and the ability to draw generalizable conclusions from the data collected. This method allowed for rigorous statistical analysis to identify correlations among various factors, facilitating a deeper understanding of how school heads' support related to teacher satisfaction and performance.

In considering the research design, experimental methods were not used due to ethical and practical concerns. Implementing an experimental design would have required manipulating variables in a way that could have potentially disrupted school environments and impacted teachers' experiences. Furthermore, it would have necessitated random assignment of teachers to different conditions, which was challenging in a natural educational setting where established roles and responsibilities existed. Thus, a descriptive correlational design was more appropriate for examining the existing relationships without interference, allowing for an ethical exploration of the factors influencing teacher satisfaction and performance.

To implement this design, the study followed a structured procedure that involved the careful development of surveys aimed at capturing the essential variables of interest, including the perceived level of instructional support provided by school heads and the corresponding levels of job satisfaction among teachers. The procedures were carefully designed to ensure reliability and validity in the data collected, with clear operational definitions for each variable.

Population and Sampling

The researcher employed a purposive sampling method to select participants based on specific skills or traits relevant to the study. This approach aimed to gather rich, in-depth perspectives from school heads and teachers directly involved in implementing and improving instructional support performance in their schools (Memon et al., 2025). A diverse group of 15 school heads and 150 teachers from 15 public elementary schools in urban areas with active instructional support programs was chosen. This selection ensured the collection of relevant insights on the impact of instructional support on job satisfaction. The sample size was determined by the Confidence Interval Method, based on a population of 245 elementary teachers, with a 95% confidence level and a 5% margin of error.



Research Instruments

The research study utilized three sets of survey questionnaires. The first questionnaire was designed by the researcher and focused on the demographic profile of each respondent, which included age, gender, highest educational attainment, years of teaching experience, and training or seminars attended.

The other two questionnaires were adapted and modified from the research study conducted by Daing and Mustapha (2023). The first of these instruments was the instructional support questionnaire, which consisted of four sections: resource provider, instructional resource, communicator, and visible leader. Each section contained 10 questions, and respondents rated their agreement on a four-point Likert scale: 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree. The second instrument was the job satisfaction questionnaire, which comprised 100 questions. Respondents answered using a four-point Likert scale for satisfaction: 1 = very dissatisfied, 2 = dissatisfied, 3 = satisfied, and 4 = very satisfied.

Content Validation

Before collecting data, the researcher ensured the validity and reliability of the research tool by seeking expert opinions and testing its reliability. The questionnaire was validated by three experts: a School Director with a doctorate in Education, a Master Teacher in Mathematics, and a Research Adviser with a doctorate in Philosophy. They evaluated the questionnaire using a predefined validation template, focusing on clarity, relevance, and comprehensiveness. Their constructive feedback helped enhance the questionnaire, improving its content validity and ensuring it effectively measured the intended variables.

Reliability Testing

The reliability testing was conducted through a pilot administration involving 30 teachers who were not part of the actual study sample. Using Cronbach's alpha, the instrument yielded a reliability coefficient of 0.8, providing the researcher with confidence in the instrument's consistency and stability, suitable for research use.

Data Collection Procedure

Before administering the survey questionnaire, the researcher sought approval from the Department of Education Schools Division Superintendent in Cavite. Once approval was obtained, the researcher proceeded with the administration process. The survey questionnaires were distributed to the selected respondents via online platforms such as Google Forms in the last quarter of the 2024-25 school year. After the respondents completed the questionnaires, the researcher organized, analyzed, presented, and interpreted the collected data. With Google Forms, there was no need for retrieval time, as responses were instantly recorded in Google Sheets upon submission by the respondents. This seamless process allowed for swift data compilation and analysis, facilitating timely insights into the research inquiry.

Treatment of Data

The study analyzed demographic data for school heads and teachers using frequency and percentage analyses. It employed weighted mean calculations for instructional support and job satisfaction questionnaires. Numerical values (weights) were assigned to response categories, and the weighted sum was calculated by multiplying frequencies by their respective weights and summing the results. The weighted mean was then determined by dividing this sum by the number of respondents. This approach was effective for handling diverse datasets and was used to assess school heads' instructional leadership and teachers' job satisfaction and productivity.

Table 1 shows the parameters used to assess the School Head's instructional support.

Table 1
Assessment Parameters for School Head's Instructional Support

Composite Mean	Interpretation
1.0-1.75	Poor
1.76-2.5	Fair
2.51-3.25	Good
3.26-4.0	Very Good

Table 2 shows the parameters used to assess the level of Teachers' job satisfaction.

Table 2

Assessment Parameters for the Level of Teachers' Job Satisfaction

Composite Mean	Interpretation
1.0-1.75	Very Dissatisfied
1.76-2.5	Dissatisfied
2.51-3.25	Satisfied
3.26-4.0	Very Satisfied

To determine whether to accept or reject the hypotheses of the study, Pearson's r and (ANOVA) were employed.

Ethical Considerations

The study was conducted in strict accordance with research ethics. Approval for the research was obtained from the Schools Division Superintendent and the school administration. Participants signed a consent form, indicating that their participation was voluntary and that they could withdraw from the study at any time. Participant responses were securely handled and kept anonymous, with all data collected strictly confidential and used solely for research purposes. Furthermore, the study upheld academic integrity by citing all primary and secondary sources, avoiding plagiarism, and properly attributing ideas.

RESULTS and DISCUSSION

The results and discussion presented below aimed to address the research questions of this study and evaluate the hypotheses. These findings focus on answering the research questions and providing insights into the study's objectives.

Table 3 shows the level of school heads' instructional support in the selected elementary schools in Cavite City.

Table 3

Level of School Heads' Instructional Support

Level of School Heads' Instructional Support	Composite Mean	Interpretation	Rank
Resource Provider	3.10	Good	3
Instructional Resource	2.34	Fair	2
Communicator	3.21	Good	4
Visible Leader	1.93	Fair	1
Overall Composite Mean	2.64	Good	

Table 3 indicates that the overall rating of school heads' instructional support is classified as Good, with a composite mean score of 2.64. The highest scores are in the Communicator (3.21) and Resource Provider (3.10) categories, suggesting effectiveness in these areas. In contrast, ratings for Instructional Resource (2.34) and Visible Leader (1.93) are categorized as Fair, indicating lower performance in guiding instructional practices and maintaining visibility. This highlights a need for improvement in instructional leadership.

The findings on school heads' instructional support have significant implications for teachers, particularly in classroom engagement and teaching effectiveness. High scores in communication and resource provision suggest that school heads foster an environment where teachers feel supported. This support enhances classroom engagement, as teachers perceive their leaders as effective communicators and are more likely to implement strategies that promote meaningful student learning (Ertürk, 2021). However, lower scores in the Instructional Resource and Visible Leader areas point to potential weaknesses that could diminish teachers' motivation to innovate and refine their practices. For school leaders, the implications are critical for instructional coaching, curriculum monitoring, and collaborative

leadership. High scores in communication underscore the need for leaders to expand their roles as instructional coaches, thereby improving teachers' practices and student outcomes (Darling-Hammond et al., 2025).

A structured approach to curriculum monitoring ensures that educational goals are consistently met across the school. Fostering a collaborative leadership environment is essential for engaging teachers in decision-making, leading to increased buy-in and a shared vision for instructional improvement. Leadership significantly shapes classroom instruction, with effective leaders creating a positive environment that enables teacher engagement and student success (Ertürk, 2021). Teachers who feel supported by approachable leaders are generally more motivated, which contributes to better student outcomes. Therefore, providing robust instructional support is essential for effective curriculum delivery. School leaders who prioritize communication and resource availability can better equip staff to implement the curriculum effectively (Darling-Hammond et al., 2025). Addressing concerns in resource provision and visibility can improve curriculum monitoring and ensure educational goals are consistently met. Leadership training programs should emphasize these aspects to help school leaders evolve into effective instructional coaches.

Teacher preparation programs could benefit from integrating leadership-focused collaborations. By fostering partnerships between aspiring teachers and experienced leaders, these programs can prepare future educators to value and utilize leadership insights. Educational institutions should leverage these findings for strategic professional development planning. By identifying key areas for improvement, schools can tailor initiatives to support teachers better and optimize instructional practices, ultimately improving student learning outcomes.

Table 4 shows the level of job satisfaction of the teachers in the selected elementary schools in Cavite.

Table 4

Level of Job Satisfaction of Teachers

Level of Job Satisfaction of The Teachers	Composite Mean	Interpretation
Technical Communication	2.94	Satisfied
Working Relation	2.32	Dissatisfied
Working Condition	3.15	Satisfied
Technical Competence of Supervision	2.29	Dissatisfied
Job Security	3.29	Very Satisfied
Job Benefits	2.33	Dissatisfied
Job Demands	3.16	Satisfied
Job Development and Progress	3.14	Satisfied
Job Salary	3.05	Satisfied
Overall Composite Mean	2.85	Satisfied

Table 4 indicates that teachers generally express job satisfaction, evidenced by an overall composite mean of 2.85. Key areas of satisfaction include Job Security (3.29), Working Conditions (3.15), and Job Demands (3.16). However, lower ratings in Working Relations (2.32) and Technical Competence of Supervision (2.29) highlight concerns. While teachers value the structural elements of their roles, improvements in interpersonal dynamics and supervision quality are necessary to create a more supportive work environment.

These findings have crucial implications for stakeholders in the education sector. Curriculum developers should enhance teacher preparation programs by focusing on professional development in relational dynamics and effective classroom management. Teacher education institutions must prioritize mentorship and communication skills to better equip student teachers for the realities of the classroom, particularly regarding interpersonal relationships and supervisory challenges. Policymakers should advocate for improved benefits and supportive leadership structures to address low ratings for job benefits. Additionally, instructional designers can contribute by developing resources that enhance supervisory skills and facilitate collaboration among educators. A coordinated approach among curriculum developers, teacher education institutions, policymakers, and instructional designers is vital for addressing the identified weaknesses, boosting teacher satisfaction, and fostering a more conducive teaching environment.

Toropova et al. (2021) identified job security and working conditions as primary predictors of teacher satisfaction, aligning with the high ratings in these dimensions. Obuta et al. (2025) emphasized that supervisory competence significantly influences teacher morale and performance, as reflected in the low supervision scores. Tatoy (2024) noted that strong working relations and a collaborative culture enhance teacher engagement and retention, reinforcing the need to address relational gaps. Finally, Sala (2023) demonstrated that benefits and incentives are critical for sustaining long-term satisfaction, particularly in public school systems. Collectively, these studies underscore



that while structural stability fosters satisfaction, improvements in relational and supervisory aspects are essential for holistic teacher well-being.

Table 5 shows the difference in the level of instructional support performance of the school heads when grouped according to profile in the selected elementary schools in Cavite City.

Table 5

Test of Difference in the Level of Instructional Support Performance of the School Heads When Grouped According to Profile

Variables	F-value	P-value	Decision on Ho	Interpretation
Age	0.1481	0.816	Accept Ho	Not Significant
Gender	0.1276	0.731	Accept Ho	Not Significant
Highest Educational Attainment	0.08176	0.845	Accept Ho	Not Significant
Number of Years as a school head	0.2035	0.780	Accept Ho	Not Significant
Hours of Trainings	0.1622	0.621	Accept Ho	Not Significant

The results in Table 5 indicate that there are no statistically significant differences in instructional support performance among school heads in Cavite City elementary schools, regardless of age, gender, educational attainment, years of service, or training. With all variables showing p-values above the 0.05 threshold, this suggests a consistent standard of instructional leadership across diverse profiles. This uniformity may stem from the implementation of standardized professional expectations and leadership development programs, such as the PPSSH, which promote effective instructional support practices nationwide. Recent studies suggested that effective school heads employ both transformational and transactional leadership styles, fostering collaboration and professional development that enhance teaching quality and drive instructional excellence (Godes & Dioso, 2024).

For various stakeholders, these findings underscore the crucial role of consistent instructional leadership. Teachers benefit from a stable environment that enhances their motivation and promotes innovative teaching strategies. School leaders can focus on tailored coaching and empowerment, aligning their efforts with the goals of teacher development. Curriculum developers can utilize this consistency to align resources with educational standards, while policymakers are encouraged to establish leadership standards and retention policies that foster professional growth. Teacher education programs should also emphasize leadership training and community partnerships, ensuring that future educators are well-prepared to influence their schools and students positively.

Table 6 shows the test of difference in the teachers' job satisfaction grouped according to profile in the selected elementary schools in Cavite City.

Table 6

Test of Difference in the Teachers' Job Satisfaction When Grouped According to Profile

Variables	F-value	P-value	Decision on Ho	Interpretation
Age	0.2592	0.727	Accept Ho	Not Significant
Gender	0.2387	0.648	Accept Ho	Not Significant
Highest Educational Attainment	0.1928	0.756	Accept Ho	Not Significant
Number of Years of teaching	0.3146	0.00570	Reject Ho	Significant
Hours of Trainings	0.2733	0.00431	Reject Ho	Significant

Table 6 indicates that teachers' job satisfaction in selected elementary schools in Cavite City does not exhibit significant variation across demographic factors such as age, gender, or highest educational attainment, as indicated by p-values exceeding the 0.05 significance threshold. However, a noteworthy difference emerges when examining job satisfaction by years of teaching experience, with a p-value of 0.0057. This finding underscores the importance of teaching experience as a crucial factor in educators' job satisfaction. The results suggest that teachers' satisfaction may fluctuate with years of service, potentially reflecting shifts in professional aspirations, workload, or work-life balance. These observations highlight the necessity for targeted retention strategies and support systems designed to address the specific needs of teachers across different stages of their careers.

The implications of this study indicate that teachers' job satisfaction is significantly shaped by years of teaching experience, rather than by demographic elements such as age, gender, or highest educational attainment. This finding resonates with recent literature indicating that the accumulated experience in the teaching profession is pivotal in determining levels of job satisfaction. Specifically, novice teachers and veteran educators encounter unique challenges and expectations that influence their overall professional fulfillment (Agyapong et al, 2022). While experienced teachers often develop resilience over time, they also face the risk of burnout, which can detrimentally affect their satisfaction levels. In contrast, early-career teachers are frequently in need of enhanced support mechanisms to sustain their job satisfaction. These findings underscore the essential need for tailored retention programs and professional development initiatives that respond to educators' diverse and evolving needs throughout their careers.

In the context of Philippine education, where improving teacher well-being and longevity is increasingly prioritized, the dynamic nature of job satisfaction must be recognized and addressed. Educational policies and leadership strategies require adaptability to accommodate these changing dynamics and effectively support teachers at all stages of their careers.

Table 7 shows the relationship between the school heads' instructional support performance and the teachers' job satisfaction in the selected elementary schools in Cavite City.

Table 7

Test of the Relationship between School Heads' Instructional Support Performance and Teachers' Job Satisfaction

Variables	Pearson r	P-value	Decision on Ho	Interpretation
The school heads instructional support performance and the teachers' job satisfaction	0.03993	0.0036	Reject Ho	Significant

Table 7 reveals a statistically significant yet weak relationship between the instructional support provided by school heads and teachers' job satisfaction in selected elementary schools in Cavite City (p -value = 0.0036), with a Pearson r value of 0.03993. Although statistically significant, the effect size suggests minimal practical predictive influence. This indicates that the support offered may not effectively address the broader factors affecting job satisfaction, such as emotional support, professional development, and recognition.

External factors, including workload, classroom conditions, relationships with colleagues, parental involvement, and remuneration, play crucial roles in shaping teachers' job satisfaction (Ertürk, 2021). Unsatisfactory conditions in these areas can undermine the benefits of school head support, diminishing its impact regardless of its strength. Moreover, the cultural context within schools and the community can influence teachers' perceptions of their roles and the effectiveness of the support they receive.

Variability in how different school heads implement instructional support leads to inconsistent experiences for teachers, complicating efforts to enhance job satisfaction (Lerang et al., 2021). Given that job satisfaction is influenced by both intrinsic and extrinsic factors, it is essential to address the diverse needs and expectations of teachers. A comprehensive approach that considers multiple contributing factors is crucial for effectively improving teachers' job satisfaction.

Conclusion

The study revealed that school heads in selected elementary schools in Cavite City generally demonstrated satisfactory instructional support performance, particularly in communication and resource provision. However, leadership visibility and instructional resource support were identified as weaker areas requiring further enhancement. Teachers were generally satisfied with their jobs, particularly in terms of job security, working conditions, and professional development opportunities, although concerns related to supervision, working relationships, and job benefits remained evident.

The findings further established a statistically significant relationship between school heads' instructional support performance and teachers' job satisfaction, highlighting the important role of instructional leadership in fostering teacher motivation, professional engagement, and positive school environments. Although the relationship was found to be very weak in magnitude, the results suggest that supportive leadership practices may still contribute to improved teacher satisfaction and instructional effectiveness. The study contributes to educational leadership and teacher development research by emphasizing the importance of visible instructional leadership, supportive supervision, and professional guidance in enhancing teacher well-being and school performance. The findings may also

support the development of leadership training initiatives, professional development programs, and school-based interventions that strengthen teaching and learning processes, instructional practices, and educational leadership in public elementary schools.

Recommendations

Based on the findings of the study, the following recommendations are proposed:

1. School leaders may participate in continuous leadership development programs focusing on instructional supervision, communication, leadership visibility, and teacher support strategies.
2. Educational institutions may strengthen professional development initiatives that enhance school heads' competencies in instructional leadership, resource management, mentoring, and classroom observation practices.
3. Teacher education programs may integrate instructional leadership, collaborative learning, and teacher well-being strategies into leadership and professional education courses.
4. Curriculum developers and education policymakers may design support mechanisms and school-based programs that strengthen teacher morale, collegial relationships, and professional engagement.
5. Schools may establish wellness, mentorship, and recognition programs to improve teacher motivation, retention, and organizational commitment.
6. School administrators may utilize data-driven instructional practices and reflective supervision strategies to improve curriculum implementation and teaching effectiveness.
7. Future researchers may conduct similar studies using larger populations, mixed-method approaches, or broader educational settings to further examine instructional leadership practices and teacher job satisfaction.

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