



School Heads' Instructional Supervision in Relation to Teachers' Satisfaction and Work Performance

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Abstract

Education is globally recognized as a key driver of social and economic development, as it equips individuals with the knowledge, skills, and values necessary for personal and professional growth. This study examined the relationship between school heads' instructional supervision, teachers' satisfaction, and teachers' work performance in the Tubod District, Division of Lanao del Norte. A descriptive-correlational research design was employed, involving 120 teachers selected through stratified random sampling. Data were collected using two researcher-made questionnaires measuring instructional supervision and teacher satisfaction, while teachers' work performance was assessed through documentary analysis of the Department of Education Individual Performance Commitment and Review Form (IPCRF). Descriptive statistics, including mean and standard deviation, were used to determine the levels of the variables, and Pearson Product-Moment Correlation was utilized to test the significant relationships among them. The findings revealed that instructional supervision by school heads was very satisfactory, teacher satisfaction was very high, and teachers' work performance was very satisfactory. Significant relationships were found between instructional supervision and teacher satisfaction, as well as between instructional supervision and work performance, particularly in observation, feedback, and mentoring; however, professional support did not show a significant relationship with work performance. The study concludes that effective instructional supervision enhances teacher satisfaction and work performance and recommends strengthening supervisory practices, supportive policies, professional development initiatives, and continuous research to sustain educational improvement.

Keywords: *Instructional Supervision; Teacher Satisfaction; Work Performance; School Leadership; Professional Development Training*

INTRODUCTION

Background of the Study

Education is widely recognized as a fundamental driver of social and economic development, as it equips individuals with the knowledge, skills, and values necessary for personal and professional

growth. In the Philippines, the Department of Education plays a vital role in ensuring access to quality education and promoting effective teaching and learning processes in schools (Department of Education, 2023). Efforts to improve instructional quality and strengthen school leadership emphasize the need to support teachers in enhancing their professional practices, particularly through effective instructional leadership (Adlawan & Quines, 2025). Similarly, school-based supervisory practices have been found to influence teacher development and engagement in instructional activities (Honculada, 2023).

Instructional supervision is a key mechanism in achieving these goals. It refers to the process by which school heads monitor, guide, and support teachers in improving their instructional practices through classroom observation, feedback, mentoring, and professional development activities. Instructional leadership has been shown to improve teacher engagement and overall school climate, contributing to more effective teaching practices (Adlawan & Quines, 2025). In addition, leadership behaviors that focus on guidance and support significantly enhance teachers' professional experiences and job satisfaction (Asmuri, 2022). Furthermore, effective instructional leadership promotes a positive school climate that strengthens both teaching effectiveness and teacher satisfaction (Guo et al., 2024).

Effective instructional supervision has also been identified as a significant factor influencing teacher satisfaction. Instructional feedback practices, such as regular classroom observation and constructive feedback, have been found to significantly improve teacher job satisfaction (Arcilla, 2024). Likewise, instructional leadership that promotes a supportive school environment contributes to higher levels of satisfaction among teachers (Guo et al., 2024). On the other hand, teachers who perceive a lack of supportive supervision tend to experience lower job satisfaction and reduced motivation, which can negatively affect their performance (Lacaza & Dioso, 2025).

Teachers satisfaction is an important component of a productive educational environment, as it directly affects teachers' motivation, commitment, and overall performance. Studies have shown that a positive school climate and strong instructional leadership significantly enhance teacher satisfaction and professional well-being (Guo et al., 2024). In addition, supportive leadership practices that recognize teachers' efforts and provide professional guidance contribute to increased commitment and job satisfaction (Lacaza & Dioso, 2025). Instructional feedback also plays a crucial role in reinforcing teachers' sense of competence and satisfaction in their profession (Arcilla, 2024).

Teacher work performance, on the other hand, reflects how effectively teachers carry out their professional responsibilities, including lesson planning, classroom management, instructional delivery, assessment, and professional engagement. Instructional supervision has been shown to improve teacher performance by enhancing teaching strategies and promoting accountability in instructional practices (Castillo, 2025). Similarly, school heads' leadership practices significantly influence teachers' engagement and effectiveness in carrying out their responsibilities (Adlawan & Quines, 2025). Moreover, leadership behaviors that support teachers' professional growth contribute to improved instructional performance (Asmuri, 2022).

Despite the recognized importance of instructional supervision, teacher satisfaction, and teacher work performance, there remains limited empirical evidence examining how these variables are interrelated within specific local contexts. Studies on instructional leadership and teacher satisfaction are often conducted in broader educational settings and may not fully reflect local school conditions (Adlawan & Quines, 2025). Similarly, research focusing on teacher satisfaction and leadership practices may not adequately capture the combined influence of supervision on teacher outcomes (Lacaza & Dioso, 2025). In particular, there is a lack of localized research in the Tubod District, Division of Lanao del Norte that examines how school heads' instructional supervision relates to teacher satisfaction and teacher work performance.

This study, therefore, aims to examine the relationship between school heads' instructional supervision, teacher satisfaction, and teacher work performance. Understanding how instructional leadership influences teacher satisfaction has been emphasized as essential in improving school effectiveness (Guo et al., 2024). Additionally, examining the role of instructional feedback in shaping teacher satisfaction provides valuable insights into improving supervisory practices (Arcilla, 2024). By analyzing these variables, the study seeks to provide a clearer understanding of how supervisory practices influence teacher outcomes and contribute to the improvement of instructional quality and overall educational effectiveness.

Conceptual Framework

The conceptual framework of this study explains the relationship between school heads' instructional supervision, teachers' satisfaction, and teachers' work performance. The study (Fig. 1) examines how instructional supervision, through its key components, influences teachers' level of satisfaction and their work performance in the school setting.

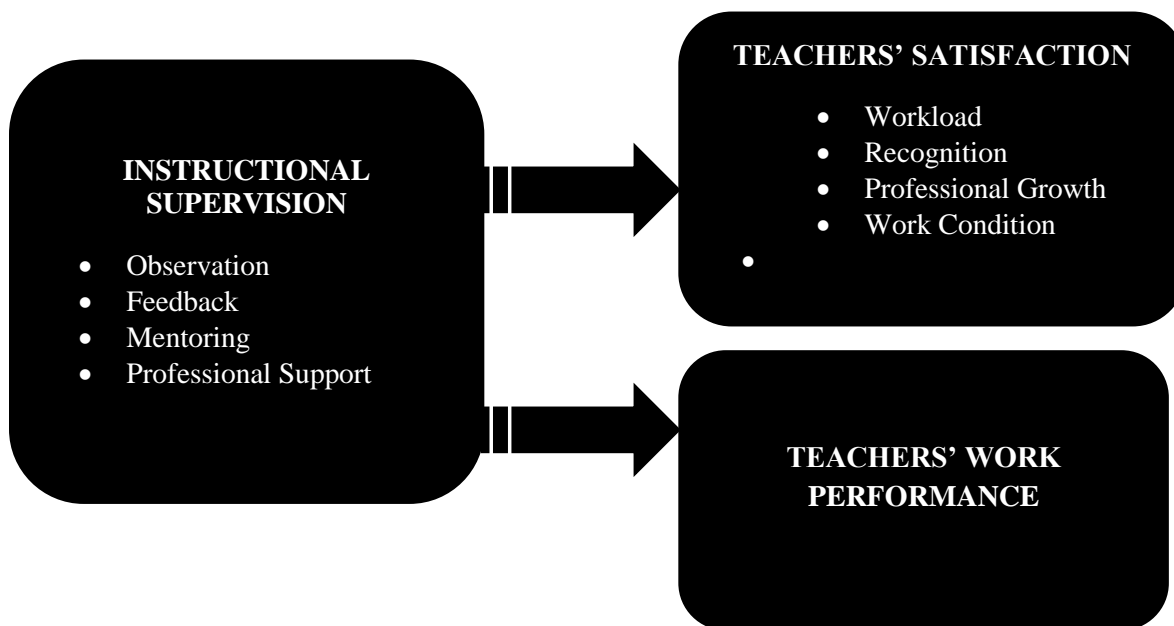


Figure 1. Conceptual Framework

Instructional supervision. Instructional supervision refers to the process by which school heads guide, monitor, and support teachers in improving their instructional practices. It includes essential components such as observation, feedback, mentoring, and professional support. Classroom observation enables school heads to assess teaching practices and identify areas for improvement. Feedback provides teachers with constructive insights that help enhance their instructional strategies. Mentoring allows experienced school leaders to guide teachers in developing their professional competencies, while professional support ensures that teachers are provided with the necessary resources and opportunities for continuous growth. Through these supervisory practices, instructional supervision serves as a mechanism for improving teaching effectiveness and fostering professional development among teachers.

Instructional supervision also plays a significant role in shaping teachers' professional experiences. When school heads implement effective supervision practices, teachers are more likely to feel supported and guided in their roles. This support enhances their confidence, strengthens their

instructional skills, and encourages them to adopt more effective teaching strategies. As a result, instructional supervision contributes not only to improved teaching practices but also to a more positive and productive school environment.

Teacher satisfaction. Teacher satisfaction refers to the level of fulfillment and contentment teachers experience in their professional roles. It is influenced by several factors, including workload, recognition, professional growth, and work conditions. Workload pertains to the amount and complexity of tasks assigned to teachers, which can affect their level of stress and overall satisfaction. Recognition involves the acknowledgment of teachers' efforts and achievements, which contributes to their sense of value and motivation. Professional growth refers to opportunities for learning and career development, while work conditions include the physical and organizational environment in which teachers perform their duties.

A high level of teacher satisfaction is essential for maintaining a motivated and committed teaching workforce. When teachers feel satisfied with their work, they are more likely to demonstrate enthusiasm, dedication, and a willingness to improve their instructional practices. Supportive instructional supervision plays a critical role in enhancing teacher satisfaction by providing guidance, recognition, and opportunities for professional development. Conversely, lack of support and ineffective supervision may lead to dissatisfaction, reduced motivation, and lower engagement among teachers.

Teachers' work performance. Teacher work performance refers to how effectively teachers carry out their professional responsibilities in the classroom. In this study, teacher performance is measured using the Individual Performance Commitment and Review Form (IPCRF), which evaluates various aspects of teaching, including content knowledge, instructional delivery, classroom management, assessment, and professional engagement. Teacher work performance reflects not only the ability of teachers to deliver lessons effectively but also their commitment to continuous improvement and professional excellence.

Effective instructional supervision is expected to enhance teacher work performance by providing teachers with the necessary support, feedback, and guidance to improve their teaching practices. When teachers receive consistent supervision and professional support, they are more likely to develop their competencies, improve classroom management, and deliver high-quality instruction. This leads to better learning outcomes and contributes to the overall effectiveness of the educational system.

The framework assumes that instructional supervision directly influences both teacher satisfaction and teacher work performance. It illustrates that when school heads effectively implement supervisory practices, teachers experience higher levels of satisfaction and demonstrate improved work performance. Thus, the study examines how the components of instructional supervision are related to teacher satisfaction and teacher work performance within the educational setting.

Objectives of the Study

This study aimed to examine the school heads' instructional supervision and teachers' satisfaction in relation to teachers' work performance in Tubod District, Division of Lanao del Norte for the School Year 2025–2026. Specifically, it aimed the following:

1. What is the level of school heads' instructional supervision as perceived by the respondents in terms of observation, feedback, mentoring, and professional support?
2. What is the level of teacher satisfaction in terms of workload, recognition, professional growth, and work condition?
3. What is the level of teachers' work performance?

4. Is there a significant relationship between the school heads' instructional supervision and teacher satisfaction?
5. Is there a significant relationship between the school heads' instructional supervision and teachers' work performance?

Significance of the Study

The significance of this study lies in its contribution to understanding the role of school heads' instructional supervision in shaping teachers' satisfaction and work performance. By examining key supervisory practices such as observation, feedback, mentoring, and professional support, the study provides empirical evidence on how instructional leadership influences teacher-related outcomes. The findings are expected to contribute to the existing literature on educational leadership and management, particularly within the context of improving instructional quality and school effectiveness.

The results of this study offer practical implications for teachers, school heads, and Department of Education (DepEd) officials. For teachers, the study highlights the importance of supportive supervision in enhancing professional satisfaction and improving work performance. For school heads, the findings provide a basis for strengthening instructional supervision practices that foster a positive and productive teaching environment. For DepEd officials, the study may inform the development and refinement of policies, programs, and leadership training initiatives aimed at improving teacher outcomes and overall school performance.

Furthermore, this study serves as a valuable reference for future researchers interested in instructional supervision, teacher satisfaction, and work performance. It provides a foundation for further investigations in similar or varied educational contexts and encourages the exploration of additional variables that may influence teacher outcomes. Ultimately, the study supports ongoing efforts to enhance instructional leadership and promote continuous improvement in the education sector.

METHODOLOGY

Research Design

This quantitative study utilized a descriptive-correlational design to describe the relationship among variables. A descriptive-correlational design was useful for describing one phenomenon in relation to another when the researcher has no control over the independent variables (Creswell, 2014). This design was appropriate for the study to determine the relationship between school heads' instructional supervision, teachers' satisfaction, and work performance in selected public elementary schools in the Tubod District, Division of Lanao del Norte for the School Year 2025–2026.

Research Environment

This study was conducted in public elementary schools in the Tubod District, Division of Lanao del Norte during the School Year 2025–2026. It focused on teachers who were actively engaged in classroom instruction and were under the supervision of their respective school heads. Specifically, it examined how school heads' instructional supervision practices influence teachers' satisfaction and their work performance. The study aimed to explore how instructional supervision, implemented through observation, feedback, mentoring, and professional support, contributes to enhancing teacher satisfaction and improving work performance in the school setting.

Respondents of the Study

The respondents of this study were 120 teachers. The participants were selected using stratified random sampling to ensure proper representation across different grade levels. The inclusion criteria specified that respondents must be currently teaching Grades 1 to 6, have at least one year of teaching experience, and are willing to participate in the study. Teachers who did not meet these criteria were excluded from the study. These criteria were established to ensure that the respondents have relevant experience in instructional supervision and are actively engaged in classroom teaching.

Research Instrument

The following instruments were used in this study:

A. Instructional Supervision Questionnaire. This researcher-made questionnaire consisted of 24 statements with four indicators. The first indicator consisted of six statements on observation. The second indicator consisted of six statements on feedback. The third indicator consisted of six statements of mentoring. The fourth indicator consisted of six statements on professional support. The 4-point Likert Scale was used in the instrument. The questionnaire underwent validation process with experts in the field. A pilot test was conducted with teachers who were not included as actual respondents to determine the reliability of the instrument. A Cronbach's alpha of 0.89 made the instrument reliable for use by the actual respondents.

In determining the instructional supervision, the scale was used:

Responses	Continuum	Interpretation
4 - Strongly Agree	3.26-4.0	Very Good
3 - Agree	2.51-3.25	Good
2 - Disagree	1.76-2.50	Poor
1 - Strongly Disagree	1.00-1.75	Very Poor

B. Teacher Satisfaction Questionnaire. This researcher-made tool assessed the teachers' level of satisfaction questionnaire. It was composed of four indicators, namely: workload, recognition, professional growth, and work condition. The questionnaire consisted of 24 statements. The questionnaire underwent validation process with experts in the field. A pilot test was conducted with teachers who were not included as actual respondents to determine the reliability of the instrument. A Cronbach's alpha of 0.80 made the instrument reliable for use by the actual respondents.

In determining teachers' level of satisfaction, the following scale was used:

Responses	Continuum	Interpretation
4 - Strongly Agree	3.26-4.0	Very High
3 - Agree	2.51-3.25	High
2 - Disagree	1.76-2.50	Low
1 - Strongly Disagree	1.00-1.75	Very Low

C. Teacher Work Performance. The assessment of teachers' work performance was conducted through documentary analysis using the DepEd Individual Performance Commitment and Review Form (IPCRF) for school year 2025-2026. This document served as the standard tool in evaluating teacher performance in terms of instructional delivery, classroom management, and learner outcomes. These documents provided objective and authentic data on teacher work performance, as they were based on institutional evaluation standards of the Department of Education.

The scale below was used in interpreting the data gathered.

Responses	Continuum	Interpretation
5 – Outstanding	4.50 – 5.00	Performance exceeds expectations Performance meets and often exceeds expectation
4 – Very Satisfactory	3.50 – 4.49	
3 – Satisfactory	2.50 – 3.49	Performance meets basic expectations Performance occasionally falls below expectations
2 – Unsatisfactory	1.50 – 2.49	
1 – Poor	1.00 – 1.49	Performance consistently falls short of expectations

Data Analysis

The mean and standard deviation were used to determine the level of school heads' instructional supervision, teacher satisfaction, and teachers' work performance. Pearson Product Moment Correlation Coefficient was used to examine the relationships between school heads' instructional supervision, teacher satisfaction, and teachers' work performance. The correlation was calculated to determine if significant relationships exist among the variables.

Data Gathering Procedure

When collecting data for this study, the researcher rigorously adhered to the guidelines. First, approval was secured from the Graduate School of Misamis University to conduct the research. Subsequently, authorization was obtained from the Schools Division Superintendent and the District Supervisor, as the study involved teachers within the division. Permission was also sought from the school heads of the identified elementary schools. Following the retrieval of the responses, the data were subjected to statistical analysis using the Statistical Package for the Social Sciences (SPSS). To ensure confidentiality, all collected data were kept strictly anonymous, coded accordingly, and stored securely for research purposes only. The respondents' identities were not revealed, and all information was handled with utmost care to preserve their privacy.

Ethical Considerations

Prior to the conduct of the study, approval from the MU Research Ethics Committee (MUREC) was secured to ensure that the research adhered to ethical standards. Participation in this research was purely voluntary, and the participants were informed of their right to refuse participation at any time or withdraw after initially agreeing, without any penalty or negative consequence. A consent letter was provided to ensure that participants clearly understood the purpose, benefits, implications, and institutional approval of the study before deciding to participate. Confidentiality and anonymity were strictly observed to protect the privacy of the participants, and their identities were not disclosed but represented using codes. All collected data were handled with utmost care, used solely for research purposes, and securely stored. Proper credits were given, credible and reliable sources were used, and the results were presented transparently and interpreted accurately and objectively, ensuring integrity and institutional credibility in conducting an ethically sound research investigation.

Results and Discussion

Level of School Heads’ Instructional Supervision as Perceived by the Teacher

Table 1 presented the level of school heads’ instructional supervision as perceived by the teachers, with an overall weighted mean of 3.69, categorized as “Very Good,” indicating that the respondents perceived a high level of effectiveness in the supervisory practices of school heads. The standard deviation of 0.484 suggested a relatively consistent perception among the respondents regarding instructional supervision.

Table 1. Level of School Heads’ Instructional Supervision as Perceived by the Teacher

Constructs	WM	StDev	I
Observation	3.46	0.4184	VG
Feedback	3.45	0.3784	VG
Mentoring	3.42	0.4810	VG
Professional Support	4.41	0.4469	VG
Overall Weighted Mean	3.69	0.484	VG

Legend: 3.26-4.00 – Very Good (VG)

1.76-2.50 - Poor

2.51-3.25 – Good (G)

1.00-1.75 – Very Poor

The results of the evaluation indicated that teachers generally perceived school heads’ instructional supervision as very good across all areas. This reflected that school heads were effectively performing their roles in guiding, monitoring, and supporting teachers through observation, feedback, mentoring, and professional support. The high rating suggested that supervisory practices were well-implemented and contributed positively to instructional improvement and teacher development.

Among the constructs, “Professional Support” obtained the highest weighted mean of 4.41, indicating that teachers strongly perceived school heads as providing adequate support in terms of resources, guidance, and professional growth opportunities. This was followed by “Observation” (3.46) and “Feedback” (3.45), which suggested that classroom monitoring and the provision of constructive feedback were consistently practiced. These findings implied that school heads were actively engaged in instructional leadership and were responsive to teachers’ professional needs.

On the other hand, “Mentoring” received the lowest mean score of 3.42, although still interpreted as “Very Good.” This indicated that while mentoring was present, it might have been less emphasized compared to other supervisory practices. The slightly lower rating suggested that there was a need to strengthen mentoring activities to further support teachers, particularly in enhancing instructional skills and professional growth.

Overall, the findings revealed that school heads’ instructional supervision was highly effective, particularly in providing professional support and maintaining consistent observation and feedback practices. Strengthening mentoring initiatives could further enhance its overall effectiveness. These results indicate that strong supervisory practices contribute to improved teaching quality and support teachers’ professional development, consistent with evidence that instructional leadership significantly predicts teacher professional development and growth (Abazie & Gazie, 2024).

The findings indicated that teachers in the studied context experienced high job satisfaction, which enhanced instructional quality, commitment, and overall school performance. School administrators could have continued to ensure manageable workloads, recognized teachers’ contributions, provided meaningful professional growth opportunities, and maintained positive working conditions. These factors were not only crucial for sustaining high teacher satisfaction but also for promoting a supportive and productive learning environment.

Level of Teachers' Satisfaction

Table 2 presented the level of teachers' satisfaction, with an overall weighted mean of 3.47, categorized as "Very High," indicating that the respondents exhibited a high level of satisfaction in their professional roles. The standard deviation of 0.0370 suggested a very consistent perception among the respondents regarding their level of satisfaction.

Table 2. Level of Teachers' Satisfaction

Constructs	WM	StDev	I
Workload	3.49	0.4772	VH
Recognition	3.41	0.5538	VH
Professional Growth	3.48	0.4622	VH
Work Condition	3.48	0.5121	VH
Overall Weighted Mean	3.47	0.0370	

Legend: 3.26-4.00 – Very High (VH) 1.76-2.50 – Low (L)
2.51-3.25 – High (H) 1.00-1.75 – Very Low (VL)

The results of the evaluation indicated that teachers experienced a very high level of satisfaction across all dimensions. This implied that teachers generally felt positive about their work environment, responsibilities, and professional experiences. The consistently high ratings suggested that factors such as workload, recognition, professional growth, and work condition were effectively managed and contributed to teachers' overall well-being and motivation.

Among the constructs, "Workload" obtained the highest weighted mean of 3.49, indicating that teachers were able to manage their tasks effectively and were satisfied with the distribution of their responsibilities. This was closely followed by "Professional Growth" and "Work Condition," both with a mean of 3.48, suggesting that teachers were satisfied with the opportunities for development and the environment in which they worked. These findings reflected that teachers perceived supportive conditions that enhanced their professional competence and performance.

On the other hand, "Recognition" received the lowest mean score of 3.41, although still interpreted as "Very High." This indicated that while teachers felt acknowledged for their efforts, recognition might have been slightly less emphasized compared to other factors. The result suggested that strengthening recognition practices could have further enhanced teacher satisfaction.

Overall, the findings revealed that teachers demonstrated a very high level of satisfaction across all areas, indicating a positive and supportive work environment. While all indicators were strong, improving recognition practices might have further elevated teachers' morale and motivation. These results highlighted the importance of maintaining supportive conditions to sustain high levels of teacher satisfaction. This finding is supported by studies indicating that teachers' motivation, particularly in professional development and work relationships, is significantly associated with higher teachers' satisfaction. Such factors enhance teachers' performance and overall satisfaction in their professional roles (Cabaron & Oco, 2023). Recent research indicated that high teacher satisfaction was strongly associated with manageable workloads, professional recognition, and supportive school environments (Toropova, Myrberg, & Johansson, 2021). Day and Gu (2020) emphasized that professional growth opportunities positively influenced teachers' job satisfaction and commitment, confirming the patterns observed in the present study.

The findings implied that the school provided an environment conducive to high teacher performance. Sustaining this performance required continued support, effective supervision, recognition, and opportunities for professional development. Administrators could have maintained policies and

practices that reinforced excellence, encouraged collaboration, and provided feedback mechanisms. These practices not only benefited teachers but also positively influenced student learning outcomes and overall school effectiveness.

Level of Teachers' Work Performance

Table 3 presented the level of teachers' work performance, with a weighted mean of 4.31, categorized as "Very Satisfactory," indicating that the respondents demonstrated a high level of effectiveness in carrying out their professional responsibilities. The distribution of responses showed that the majority of teachers fell under the "Very Satisfactory" category, reflecting a strong level of performance among the participants.

Table 3. Level of Teachers' Work Performance

Work Performance	Frequency	Percentage	
Outstanding	34	28.33	
Very Satisfactory	80	66.67	
Satisfactory	6	5.00	
Unsatisfactory	-	-	
Poor	-	-	
Weighted Mean	4.31	120	100.00

Legend: 4.50-5.00 – Outstanding 2.50-3.49 – Satisfactory (S)
3.50-4.49 – Very Satisfactory 1.50-2.49 – Unsatisfactory
1.00-1.49 – Poor

The results of the evaluation indicated that teachers exhibited a very satisfactory level of work performance. This suggested that teachers were effectively performing their duties in terms of instructional delivery, classroom management, assessment, and professional responsibilities. The high level of performance reflected teachers' competence, commitment, and ability to meet the expected standards in their profession.

Among the performance categories, "Very Satisfactory" obtained the highest frequency of 80 or 66.67%, indicating that most teachers consistently performed at a high level. This was followed by "Outstanding," with a frequency of 34 or 28.33%, suggesting that a significant number of teachers exceeded performance expectations. These findings implied that teachers were not only meeting but, in many cases, surpassed the standards set for effective teaching.

On the other hand, only a small proportion of teachers were categorized as "Satisfactory," with a frequency of 6 or 5.00%, while no respondents fell under the "Unsatisfactory" or "Poor" categories. This indicated that performance issues were minimal and that most teachers maintained a high standard of work performance.

Overall, the findings revealed that teachers' work performance was very satisfactory, with a strong majority demonstrating high to outstanding levels of effectiveness. The absence of low performance ratings highlighted the overall competence of the teaching workforce. These results suggested that maintaining current support systems and professional development initiatives might have further sustained and enhanced teacher performance. This high performance might have been linked to supportive supervisory practices, positive working conditions, and ongoing professional development opportunities (Leithwood, Harris, & Hopkins, 2020). Performance evaluation frameworks that integrate accountability with professional growth fostered higher levels of teacher work performance, as educators were motivated not only to meet established standards but also to continuously improve their instructional practices (Hallinger, 2022).

Empirical evidence supported the present findings. Recent studies indicated that instructional leadership and constructive supervision significantly enhanced teacher performance and student achievement. For instance, Hallinger (2022) emphasized that instructional leadership practices particularly classroom observation and feedback have a direct positive influence on teachers' instructional quality and effectiveness. Leadership practices focused on professional collaboration and capacity building significantly contribute to improved teacher performance and overall school outcomes (Leithwood, et al., 2021).

The findings implied that the school provided an environment conducive to high teacher performance. Sustaining this performance required continued support, effective supervision, recognition, and opportunities for professional development. Administrators could have maintained policies and practices that reinforced excellence, encouraged collaboration, and provided feedback mechanisms. These practices not only benefited teachers but also positively influenced student learning outcomes and overall school effectiveness.

Significant Relationship between the School Heads' Instructional

Supervision and Teacher Satisfaction

Table 4 presented the significant relationship between school heads' instructional supervision and teacher satisfaction. The results showed that all components of instructional supervision—observation, feedback, mentoring, and professional support—had significant relationships with all dimensions of teacher satisfaction, namely workload, recognition, professional growth, and work condition. All computed p-values were 0.00**, which indicated that the relationships were highly significant. Therefore, the null hypothesis stating that there was no significant relationship between school heads' instructional supervision and teacher satisfaction was rejected.

Table 4 Significant Relationship between the School Heads' Instructional Supervision and Teacher Satisfaction

Constructs	Workload	Recognition	Professional Growth	Work Condition
Observation	r=0.522 p=0.00** Reject Ho	r=0.459 p=0.00** Reject Ho	r=0.577 p=0.00** Reject Ho	r=0.480 p=0.00** Reject Ho
Feedback	r=0.531 p=0.00** Reject Ho	r=0.416 p=0.00** Reject Ho	r=0.522 p=0.00** Reject Ho	r=0.525 p=0.00** Reject Ho
Mentoring	r=0.487 p=0.00** Reject Ho	r=0.549 p=0.00** Reject Ho	r=0.565 p=0.00** Reject Ho	r=0.518 p=0.00** Reject Ho
Professional Support	r=0.470 p=0.00** Reject Ho	r=0.516 p=0.00** Reject Ho	r=0.606 p=0.00** Reject Ho	r=0.489 p=0.00** Reject Ho

Ho: There is no significant relationship between the school heads' instructional supervision and teachers satisfaction.
*Significant Test: 0.00-0.01**Highly Significant 0.02-0.05*Significant above 0.05 Not Significant*

The results indicated that instructional supervision played a crucial role in influencing teacher satisfaction. The consistent rejection of the null hypothesis across all variables suggested that effective supervisory practices were strongly associated with higher levels of satisfaction among teachers. This implied that when school heads actively engaged in observation, provided meaningful feedback, offered

mentoring, and extended professional support, teachers were more likely to experience satisfaction in their work.

Among the relationships, the highest correlation was observed between professional support and professional growth ($r = 0.606$), indicating a strong positive relationship. This suggested that when teachers received adequate professional support from school heads, their opportunities for professional growth significantly increased. Similarly, observation also showed a strong relationship with professional growth ($r = 0.577$), highlighting the importance of classroom monitoring in enhancing teachers' development. Day and Gu (2020) emphasized that professional support, including access to resources and administrative backing, enhanced teacher satisfaction and performance. Recent evidence indicated that teachers demonstrate higher satisfaction and improved performance when school leaders provide strong professional support, foster collaborative cultures, and prioritize teacher development (Leithwood, 2021).

On the other hand, the lowest correlation was observed between feedback and recognition ($r = 0.416$), although it still indicated a moderate and significant relationship. This implied that while feedback contributed to teachers' sense of recognition, it might not have been as strong compared to other supervisory practices. Despite this, all relationships remained significant, demonstrating the overall importance of instructional supervision in influencing teacher satisfaction.

Overall, the findings revealed that school heads' instructional supervision had a significant and positive relationship with teacher satisfaction across all areas. This indicated that effective supervisory practices contributed to improved teacher morale, motivation, and professional fulfillment. Strengthening instructional supervision, particularly in providing professional support and meaningful feedback, could have further enhanced teacher satisfaction and promoted a more positive work environment.

Significant Relationship between the School Heads' Instructional Supervision and Teachers' Work Performance

Table 5 presented the significant relationship between school heads' instructional supervision and teachers' work performance. The results showed that observation, feedback, and mentoring had significant relationships with teachers' work performance, as indicated by their p-values of 0.00^{**} , which were interpreted as highly significant. Thus, the null hypothesis was rejected for these variables. However, professional support showed a p-value of 0.449 , which was greater than 0.05 , indicating no significant relationship; therefore, the null hypothesis was accepted for this variable.

Table 5 Significant Relationship between the School Heads' Instructional Supervision and Teachers' Work Performance

Constructs	r	p	Decision
Observation and Work Performance	0.665	0.00**	Reject Ho
Feedback and Work Performance	0.610	0.00**	Reject Ho
Mentoring and Work Performance	0.542	0.00**	Reject Ho
Professional Support and Work Performance	0.070	0.449	Accept Ho

Ho: There is no significant relationship between the school heads' instructional supervision and teachers work performance.

Significant Test: $0.00-0.01^{**}$ Highly Significant $0.02-0.05^{*}$ Significant above 0.05 Not Significant

The results indicated that certain components of instructional supervision significantly influenced teachers' work performance. Specifically, supervisory practices such as observation, feedback, and

mentoring played a crucial role in enhancing teachers' effectiveness in performing their duties. This suggested that when school heads actively monitored classroom practices, provided constructive feedback, and engaged in mentoring, teachers were more likely to demonstrate improved performance.

Among the variables, observation and work performance showed the highest correlation ($r = 0.665$), indicating a strong positive relationship. This implied that consistent classroom observation by school heads greatly contributed to improving teachers' instructional practices and overall performance. Recent studies affirmed that instructional observation was a significant factor in improving teacher effectiveness and overall school performance (Hallinger, 2022). This was followed by feedback ($r = 0.610$) and mentoring ($r = 0.542$), which also showed moderate to strong relationships, highlighting their importance in supporting teachers' professional development. Supportive mentoring environments enhance teacher self-efficacy, job satisfaction, and work engagement, which were directly associated with improved instructional effectiveness (Collie, 2021).

On the other hand, professional support and work performance showed the lowest correlation ($r = 0.070$) and were not statistically significant. This suggested that although professional support was provided, it might not have directly influenced teachers' work performance compared to other supervisory practices. It indicated that professional support alone might not have been sufficient to enhance performance unless combined with more direct supervisory strategies such as observation, feedback, and mentoring.

Overall, the findings revealed that school heads' instructional supervision had a significant relationship with teachers' work performance, particularly through observation, feedback, and mentoring. However, professional support did not show a significant influence on work performance. These results highlighted the importance of strengthening direct supervisory practices to improve teachers' effectiveness and overall performance.

CONCLUSION AND RECOMMENDATION

The study highlighted the significant relationship between school heads' instructional supervision, teacher satisfaction, and teachers' work performance. The findings revealed that instructional supervision practices, particularly in observation, feedback, mentoring, and professional support, were implemented at a very satisfactory level, while teacher satisfaction was found to be very high. Similarly, teachers demonstrated a very satisfactory level of work performance, indicating that they were competent, committed, and effective in carrying out their professional responsibilities. These results suggested that strong instructional supervision contributed to both positive teacher experiences and high levels of performance in the educational setting.

The results further indicated that instructional supervision played a crucial role in enhancing teacher satisfaction. When school heads consistently provided guidance through observation, constructive feedback, mentoring, and support, teachers tended to feel more valued, motivated, and satisfied with their work. Moreover, instructional supervision was found to significantly influence teachers' work performance, particularly through direct supervisory practices such as observation, feedback, and mentoring. However, professional support alone did not show a significant relationship with teachers' work performance, suggesting that more direct and interactive supervisory approaches were more effective in improving performance outcomes.

These findings emphasized the importance of effective instructional leadership in promoting both teacher satisfaction and work performance. Instructional supervision served not only as a monitoring mechanism but also as a developmental process that enhanced teachers' professional growth and

instructional effectiveness. By fostering a supportive and collaborative environment, school heads were able to strengthen teachers' motivation, improve teaching practices, and ultimately contribute to the overall quality of education.

In light of the findings, it was recommended that school heads continue to strengthen instructional supervision practices, particularly in classroom observation, constructive feedback, and mentoring, as these were shown to significantly influence teacher satisfaction and work performance. Schools were also encouraged to sustain supportive policies and working conditions that promoted teacher well-being and professional growth. Furthermore, professional support programs were recommended to be reviewed and aligned more closely with performance indicators to ensure their effectiveness in enhancing teachers' work performance. Teachers were encouraged to actively engage in supervisory processes and utilize feedback to improve their instructional practices. Finally, future researchers were encouraged to explore additional variables or conduct similar studies in different contexts to further examine factors influencing teacher satisfaction and work performance.

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