

Extent of Instructional Supervision on Teacher Job Satisfaction in Public High Schools in Camarines Norte, Philippines

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ABSTRACT

This study delves into the extent of instructional supervision and the level of teacher job satisfaction within public high schools in Camarines Norte, specifically focusing on Jose Panganiban District. The primary objectives include assessing the extent of instructional supervision by school heads, examining teachers' satisfaction levels regarding school head support, identifying challenges in instructional supervision affecting job satisfaction, and exploring the relationship between instructional supervision and job satisfaction. The research employs a quantitative approach, utilizing surveys and correlational analysis. Data collected from 130 secondary school teachers across four public schools are analyzed using descriptive and inferential statistics. Findings reveal a significant positive correlation between instructional supervision and teacher job satisfaction, suggesting that heightened supervision correlates with increased job satisfaction among teachers. Moreover, the study uncovers various challenges encountered by teachers within instructional supervision, such as multiple responsibilities and limited budgets for professional development. Recommendations derived from the study emphasize the importance of comprehensive instructional supervision practices by school heads, tailored support mechanisms for teacher competency enhancement, fostering conducive working environments, and facilitating professional growth and development opportunities. This study contributes valuable insights for educational policymakers, school administrators, and practitioners aiming to enhance teacher satisfaction and overall school effectiveness through effective instructional supervision strategies.

Keywords: Instructional Supervision, Job Satisfaction, Teachers Satisfaction

INTRODUCTION

Background of the study

Education has always been essential to developing the nation's intellect. The youth have the power to positively impact the world and elevate the standard of living for a whole generation via education. Without adequate education, no country can effectively meet the requirements of its citizens; therefore, education should always be given top priority. Enhancing the quality of education requires constant work, whether it is via the construction of educational buildings, the provision of better facilities, or the investment in human resources, namely our teachers (Baggay, 2021),

Teachers have always played a critical role in influencing how the world will develop. The minds of the next generation of global leaders are in their hands. The concepts that will usher in a new world are included in their teachings. The function of teaching has become more difficult, to put it mildly, with the present structure of education. For this reason, it is important to take into account and further investigate the welfare of our instructors to make sure that the future is not being negatively impacted. To give their best work, they need to be extremely satisfied with their jobs.

Instructional supervision is an important aspect of educational management as it can enhance the quality of educational organizations (Maldrine & Kiplangat, 2020). This agreed with (Iliganan, 2015) who stated that school principals' instructional supervision behaviors were one of the factors that significantly impacted the teacher's level of job satisfaction. Supervisory duties such as setting goals for performance and providing

constructive feedback result in job satisfaction and school improvement overall. Moreover, school heads' supervision is a contributory factor to their work performance (Baluyos et al., 2019).

Instructional supervision has been identified as one of the most important strategies in terms of the professional development of teachers and their motivation. Also, it has been found that the main purpose of engaging in instructional supervision is to support teachers in improving their pedagogical skills which directly benefits students' high level of educational performance and teachers' job satisfaction (Kumari, 2022).

As stated in the Division Memorandum No. 253 series of 2022 entitled Implementation of Instructional Supervision for School Year 2022-2023 it defines that the Instructional Supervision is a professional continuous and cooperative process for the improvement of instruction. It is characterized by guidance, assistance, sharing of ideas, facilitation, or creation to help teachers improve the learning situation and quality of learning in the schools. Along with the policy of DepEd and relative to the Learning Recovery Plan the City Schools Division of Dasmariñas conforms to the conduct of Instructional Supervision to guide its instructional leaders, school principal, master teachers, head teachers, and teachers. It undergoes proper procedures to prepare all concerned with the needed materials, tools, and forms to avoid conflict and misinterpretation in the conduct of instructional supervision. School instructional supervision includes the preparation of a monthly supervisory plan of head teachers and master teachers along with the annual supervisory plan of the school principal. This will be the basis for the conduct of instructional supervision and technical assistance.

In the local context, the school implemented instructional supervision based on the policy guidelines anchored on the DepEd Order No. 25 s. 2020, National Adoption and Implementation of the Philippine Professional Standard for Supervisors, DepEd Order No. 24 s 2020, National Adoption and Implementation of the Professional Standard for School Heads and the National Adoption and Implementation of Philippine Professional Standard for Teachers, of DepEd Order No. 42 s. 2017. These policy guidelines establish the basis for accountability, ensuring adherence to educational standards and policies, while promptly addressing any identified issues. Ultimately, the rationale for conducting instructional supervision lies in its potential to create a dynamic and effective learning environment, where supervisors, school heads, and teachers strive to improve continuously to support the initiatives of the MATATAG Curriculum.

Concerning these policies, it states that the head of the school with Principal or Head Teacher Supervision and the Head Teachers/Department Heads are responsible for providing instructional assistance within their assigned school or learning area. It is expected that they conduct class observations with post-conferences for at least one teacher daily, utilizing the Results-Based Performance Management System-Philippine Professional Standard for Teachers (RPMS-PPST) Classroom Observation Tools for graded observation and the Performance Mentoring and Coaching Forms (PMCF) tool for non-graded-observations.

According to Crisci et al. (2018), job satisfaction is a favorable emotional state brought on by an individual's enjoyment of their work or experience. Teachers' work dedication and motivating beliefs are greatly impacted by higher job satisfaction. Aspects of educators include their welfare as well as their reputation or caliber of instruction. School administrators need to come up with a dependable plan for raising teacher job satisfaction. In such a scenario, the educator will work to advance the field and realize the school's intended goals and objectives.

Job satisfaction is important both for the qualitative development of activities of an organization and for the well-being of employees when their work activities also meet the needs that are important to an individual. In today's education system, the turnover of teachers and their retention in general education institutions pose many challenges; thus, the issue of job satisfaction is becoming increasingly more relevant.

Moreover, Instructional supervisors faced different challenges that influenced the effective implementation of supervision including problems in selecting and assigning the right persons as instructional supervisors, lack of supervision manuals, lack of adequate budget, facilities, and materials, resistance of teachers to supervision due to lack of awareness for teachers in importance of supervision, excessive workloads of principals and lack of right training for supervisors. (Terra, 2019)

In addition, there are many definitions of job satisfaction in academic literature, with a variety of different emphases, but there is still no single universally accepted definition of job satisfaction today. The Cambridge Online Dictionary (2018) defines satisfaction in a general sense as the pleasant feeling that a person feels when he gets what he wants or does what he wants to do. Job satisfaction, in a broad sense, can be defined as the general attitude towards one's job or aspects of one's job. The analysis of the concept of job satisfaction in the scientific domain also highlights the emphasis on the emotional component.

Furthermore, this study will seek to determine the influence of instructional supervision on the teacher's job satisfaction in public high schools in Jose Panganiban District, in the different aspects like the different supervisory practices of the school head when it comes to classroom observation, portfolio supervision, strength and weaknesses of the teachers.

Review of Related Literature

The following is the literature taken from various foreign authors which have significant contributions to the study.

Instructional supervision, when undertaken by the principal, focuses primarily on helping teachers reflect on their actions and promoting school improvement through professional development (Sergiovanni & Starratt cited in Chen, 2018). On the other hand, general instructional supervision is school-based and is undertaken by relevant staff such as inspectors, teachers, principals, and administrators in schools to provide support, supervision, and continuity assessment for the professional development of teachers and the improvement of their teaching process.

On the other hand, Instructional supervision heightens the professional knowledge of teachers and promotes the effectiveness of the teaching strategies they implement. Being the main stakeholders in the implementation of the curriculum, teachers should be involved in the strategic planning of the instructional supervision program. If teachers view supervision as something done to them and for them but not with them, its potential to improve schools cannot be fully realized (Chen, 2018).

Furthermore, Job satisfaction is a positive feeling resulting from working and performing your job duties. It may vary depending on work style, occupation, and goals, one person in a company might experience job satisfaction because they enjoy their daily tasks, while another might not because they're not receiving adequate mental stimulation. Also, they cited the different benefits of job satisfaction such as; increased productivity, reduced employee turnover, and decreased operating costs. And cited the different factors that affect Job Satisfaction such as; work environment, salary and benefits, recognition and respect, work-life balance, challenges, job security, and career advancement (Indeed Editorial Team, 2022)

To give more important views, the researcher gathered literature from local authors for the development of this study.

The Department of Education (2020) defines instructional supervision as a professional, ongoing, and collaborative process for improving instruction. It consists of guidance, assistance, idea sharing, facilitation, or creation to assist teachers in improving the learning situation and quality of learning in schools. Under this program, a supervisor or instructional leader who possesses superior knowledge and skills and works collaboratively in a school environment that fosters the development of a professional learning community extends a helping hand to a professional colleague.

While on the article, of Job Street (2022) website entitled "Top 10 Reasons What Makes Filipino Employees Loyal To A Company" they identified the following: job security, good work-life balance, good relationship with superiors, good relationship with colleagues, career development possibilities, learning and skills training, financial compensation, company values, appreciation for work, financial stability of employer, wherein this 10 reasons may be applied to the teachers' job satisfaction in the work environment also with the instructional supervision of the school heads and departmental supervisors this can also be applied in the education sector.

Lastly, based on the website article of PhilStar.com (2022) More Filipino employees feel burnout at work compared to regional counterparts, despite rating their mental health as good or excellent, according to a study of consumer and research analytics firm Milieu Insight and mental health technology firm Intellect according to this 52 percent of employees in the Philippines have reported feeling burnt out from work compared to 49 percent in Singapore and Indonesia. Conducted to 1,000 respondents each in the Philippines, Singapore, and Indonesia. Many factors have contributed to burnout, including financial and geopolitical uncertainties and the pandemic, it implies the rise and grind mentality has also taken its toll on the region's workforce. It resulted to the top reasons why employees in the region work hard because they aimed to have a better life for themselves and their loved ones, to achieve a sense of accomplishment, and to increase their income. It is imperative that this news can be mirrored on the job satisfaction of the teachers in the Philippines knowing the same reasons that the employees feel about the burnout in the workplace.

Review of Related Studies

This presents the previously conducted foreign and local studies that are relevant to the current research and became the guide and reference for the enhancement of the study.

Below are the relevant foreign studies for comprehensive concepts related to the present work.

Kumari, H.M. (2023). this study was to find out the extent to which instructional supervision by internal supervisory teams was associated to teachers' job satisfaction. To achieve the purpose three specific objectives were guided; find out the demographic characteristics of the secondary teachers, identify supervisory practices used by school internal supervisory teams, particularly during the COVID-19 Pandemic, and describe relationships between components of supervision and teachers' job satisfaction it was found that the most important components of supervision which included instructional observation, pre-observation conference and post-observation conference, assistance from supervisory teams in terms of lesson planning were not useful factors of secondary level teachers' job satisfaction. It is, therefore, recommended that the school principals motivate their internal supervisory teams to adopt alternative methodologies such as an online instructional supervisory approach, particularly during a pandemic situation.

The article by Hassan, S., Mahmood, M., & Wajid, R. A. (2019) entitled "Impact of Instructional Supervision on Teacher Job Satisfaction in Secondary Schools of Pakistan" (2019) focuses on secondary schools in Pakistan and examines the connection between work satisfaction among teachers and instructional supervision. The study may have gathered information from educators and administrators through surveys, interviews, or observations. This study shed light on whether instructors' levels of job satisfaction in secondary schools in Pakistan are significantly correlated with the effectiveness of instructional supervision procedures. The essay also proposes areas for additional research in this field and analyzes the significance of the study's findings for educational policies and practices.

Furthermore, Kaya, T., & Serin, O. (2021) study entitled "The effect of instructional supervision on secondary school teachers' job satisfaction" investigates how instructional supervision practices influence the job satisfaction of secondary school teachers. Through empirical research, the study has examined the extent to which different types of instructional supervision (e.g., supportive, evaluative) impact teachers' perceptions of their job satisfaction. It employed surveys, interviews, or other data collection methods to gather insights from secondary school teachers regarding their experiences with instructional supervision and their overall job satisfaction levels. The findings of the study provide valuable evidence on the relationship between instructional supervision and teacher job satisfaction, offering insights that can inform educational policies and practices aimed at enhancing teacher well-being and professional development in secondary schools.

The following are local studies with related concepts to the present research which will serve as a contributory factor for its enhancement.

The instructional supervision of the principal is related to the teaching efficacy of the teachers regarding student engagement, instructional strategies, and classroom management. The teachers, regardless of educational attainment, length of service, and grade level assignment, have a similar level of teaching efficacy regarding

instructional strategies and classroom management. In the same way, teachers' teaching efficacy in terms/ of classroom management is similar when they are grouped according to the length of service and grade level assignment. However, teachers' teaching efficacy regarding student engagement differs when they are categorized according to educational attainment (Barredo, 2020).

Also, In the study of Comighud S. (2019), an organization needs to practice performance management. From a hierarchical standpoint, it highlights how the agency's strategic goals are in line with the daily operations. Additionally, it optimizes individual performance in line with the group's common objective from a bottom-up perspective. The scope of the Department of Education's (DepEd) school heads' use of the Results-based Performance Management System (RPMS) as a performance management tool was investigated in this study. When school leaders and instructors are categorized based on their profile characteristics, such as length of experience, educational attainment, and position held, there is a notable disparity in the degree of performance management techniques used by the former and the latter, respectively. It concluded that there is a strong and significant relationship between the extent of performance management mechanisms and teachers' job performance.

In Addition, (Basañes, R.A.,2020) reveals that public elementary school administrators have poor knowledge of instructional leadership, specifically in developing programs and or adapting existing programs. The results also show that public elementary school administrators have moderate knowledge in Assessment of Learning, Implementing Programs for Instructional Improvement, and Instructional Supervision. The study suggests instructional leadership training programs for school administrators to increase their competence in instructional leadership so they can achieve the goals of their respective schools.

Furthermore, this study examines school heads' digital leadership as a predictor of teachers' job satisfaction in the Philippines during the pandemic. Also, it reveals that school heads' digital leadership predicts teachers' job satisfaction. When leaders are competent to lead and model in the digital age, their subordinates become more satisfied with their work. Therefore, training programs for improving school heads' digital leadership are necessary to enhance their teachers' job satisfaction, especially since technology plays a significant part in diverse educational activities. Tanucan, J.C., Negrido, C.V., & Malaga, G.N. (2022).

Theoretical Framework

This research study is anchored on the Two-Factor Theory of Motivation by Frederick Herzberg (1959). Satisfaction depends on motivators, these are factors that are intrinsic to the job while hygiene factors are contingent factors that may result in demotivation (Atalic, 2017). Herzberg stated that some job factors result in satisfaction while others prevent dissatisfaction. According to Herzberg, the opposite of "Satisfaction" is "No satisfaction," and the opposite of "Dissatisfaction" is "No Dissatisfaction."

Herzberg's Motivation-Hygiene theory states that satisfaction depends on motivators, these are factors that are intrinsic to the job while hygiene factors are contingent factors that may result in demotivation (Atalic, 2017). The correlation between school head instructional supervision and a teacher's job satisfaction should further be investigated to come up with a better, more efficient way of attending to the needs of our teachers. This can ensure that a better quality of education can be provided to the youth and the nation. It was pointed out that job satisfaction as well as job dissatisfaction result from different causes. As educators, it is necessary to investigate the factors related to teachers' job satisfaction. Hence, the researchers would like to determine the influence of school heads' instructional supervision on teachers' job satisfaction.

Hygiene factors. Hygiene factors are those job factors that are essential for the existence of motivation at the workplace. This does not lead to positive satisfaction in the long term. But if these factors are absent / if these factors are non-existent at the workplace, then they lead to dissatisfaction. In other words, hygiene factors are those factors which when adequate/reasonable in a job, pacify the employees and do not make them dissatisfied. These factors are extrinsic to work. Hygiene factors are also called dissatisfies or maintenance factors as they are required to avoid dissatisfaction. These factors describe the job environment/scenario. The hygiene factors symbolized the physiological needs which the individuals wanted and expected to be fulfilled. Hygiene factors include pay, company policies and administrative policies, fringe benefits, physical working conditions, status,

interpersonal relations, and job security.

Motivational factors. According to Herzberg, hygiene factors cannot be regarded as motivators. The motivational factors yield positive satisfaction. These factors are inherent to work. These factors motivate the employees for a superior performance. These factors are called satisfiers. These are factors involved in performing the job. Employees find these factors intrinsically rewarding. The motivators symbolized the psychological needs that were perceived as an additional benefit. Motivational factors include recognition, sense of achievement, growth and promotional opportunities, responsibility, and meaningfulness of the work.

This theory provides the researchers to have an in depth understanding of the different factors that influences the job satisfaction of teachers in relation to the different styles of instructional supervision, Also, it will serves as guide to the researchers to investigate and prove if these two factors can affect the retention rate and turnover of the teachers in the school as part of the Key Performance Indicators of the school

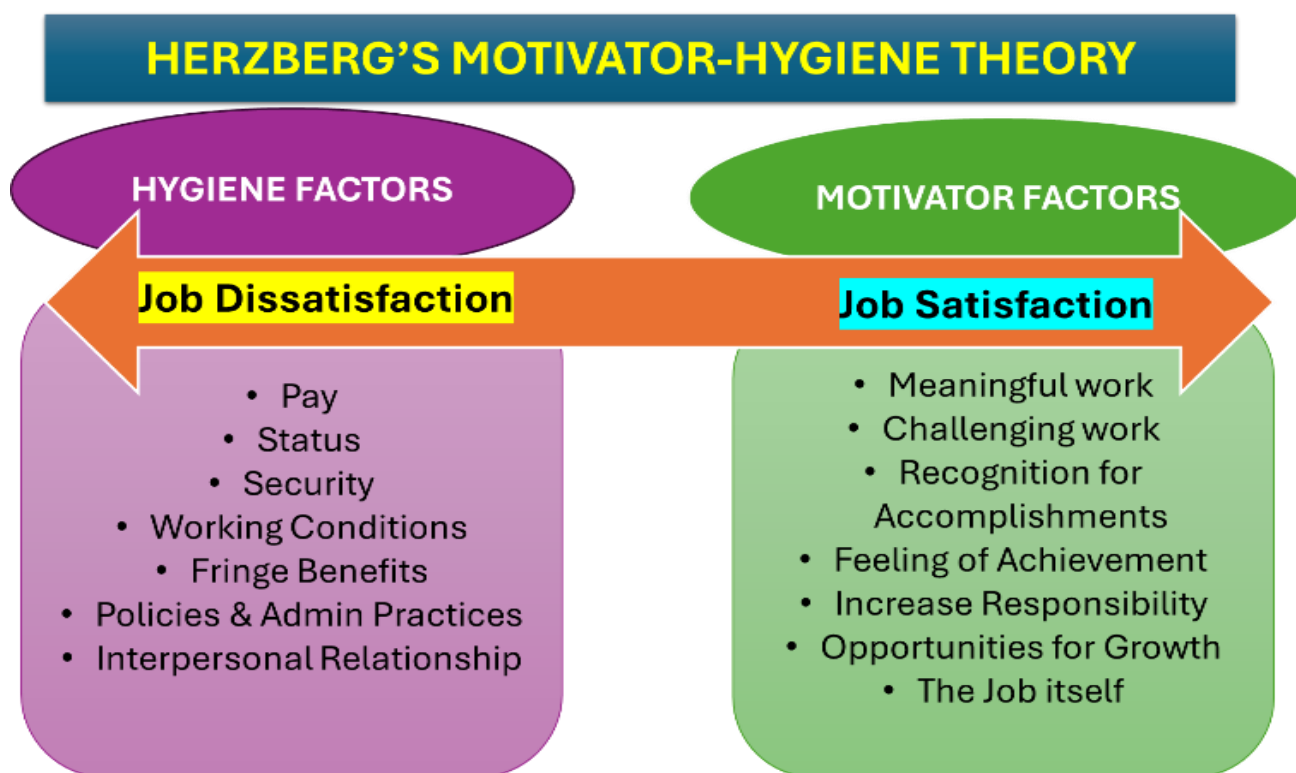


Figure 1. Theoretical Paradigm of the Study

Conceptual Framework

In assessing the influence of instructional supervision to the teacher's job satisfaction, the researcher conceptualized the variables present in the study, as shown in Figure 2. The paradigm illustrates the conceptual framework of this study to show the relationship between the influence of instructional supervision to the teacher's job satisfaction in secondary schools in Jose Panganiban District.

The profile of the respondents was first determined including their age, sex, educational attainment, and number of years in the service, to identify the extent of school heads' instructional supervision in terms of pre-observation conference, classroom observation, post-observation conference, and support mechanisms for teaching competencies enhancement. And the level of teachers' job satisfaction in terms of instructional supervision, teaching Itself, and Working Environment and Culture That will serve as a basis for the possible intervention or recommendation that can be derived from this study.

It is observable that the paradigm is an illustration following the Mediation Model (Hampson, 2021) which seeks to identify the mechanism that underlies an observed relationship between the independent variable which includes the school head instructional supervision, and a dependent variable which is the job satisfaction of the

public high school teachers, via the inclusion of a mediator variable which is the challenges face by the teachers in instructional supervision, to prove if this could influence on the teacher's job satisfaction, particularly in the motivating factors such as the support mechanism for teachers competence, the working environment and the professional and personal growth of the teachers.

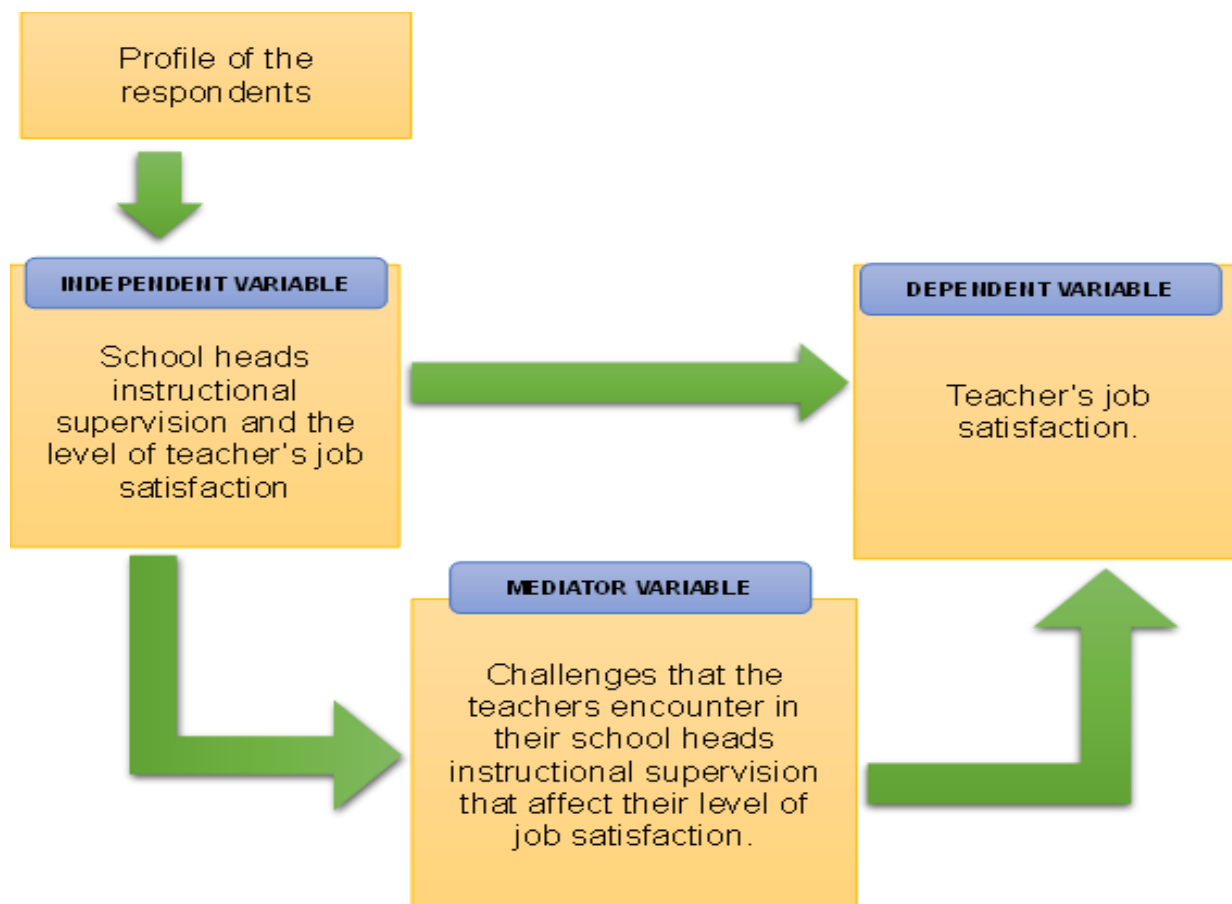


Figure 2. Conceptual Paradigm of the Study

Objectives

This research aims to describe the influence of instructional supervision on the teacher's job satisfaction in public high schools in Jose Panganiban district.

Specifically, it seeks to answer the following questions.

1. What is the extent of school heads' instructional supervision in terms of:
 - a. pre-observation conference
 - b. classroom observation
 - c. post-observation conference
2. What is the level of teachers' job satisfaction on the school head's support in terms of;
 - a. support mechanisms for teaching competencies enhancement
 - b. working environment and culture
 - c. professional growth and development
3. What are the challenges that the teachers encounter in their school heads' instructional supervision that affect their level of job satisfaction?
4. Is there a significant relationship between the extent of school heads instructional supervision and the teacher's job satisfaction?

5. What recommendation to school heads may be drawn based on the findings of the study?

Hypothesis

This research was guided by the hypothesis:

1. There is no significant relationship between the instructional supervision to the teacher's job satisfaction.

METHODOLOGY

Research Design

The study included survey and descriptive-correlational research methods. The survey method was employed since the researchers' gathered data through a questionnaire checklist about the Influence of Instructional Supervision on the Teacher's job satisfaction. Creswell and Guetterman (2019) defined a survey as a research method used for collecting data from a predefined group of respondents to gain information and insights on various topics of interest. On the other hand, correlational research is a type of non-experimental research method in which a researcher variable, measures understanding, and assesses the statistical relationship between them with no influence from any extraneous variable (Bhat, 2019). A correlational analysis was performed to determine the significant relationship between Instructional Supervision and teacher's job satisfaction.

The study aimed to describe the extent of the implementation of instructional supervision in terms of the following indicators: pre-observation conference, classroom observation, post-observation conference, and support mechanisms for teaching competencies enhancement. It also described the level of teachers' job satisfaction in terms of Instructional Supervision, Teaching Itself, Working Environment, and Culture. Also, the different problems and challenges encountered by teachers when it comes to instructional supervision are connected to the job's satisfaction.

To collect the needed data, the study also employed a quantitative research approach. Data was collected using researcher-made survey instruments adapted from a similar study and analyzed using the Camarines Norte State College SSR (Simplified Software for Researcher, by Cesar and Alex Bermundo, 2006). Both descriptive and inferential statistics were used to present and analyze the data to describe the relationships that naturally occur between the variables. To determine the influence of school heads' instructional supervision on teachers' job satisfaction, regression analysis was used.

Respondents

The respondents of the study consisted of 179 secondary school teachers employed in 4 public schools in Jose Panganiban East and West District such as (Jose Panganiban National High School, Larap National High School, Gawad Kalinga High School, and Sta. Cruz National High School) during S.Y. 2023-2024.

Data Gathering Procedure/ Technique

To strengthen the survey questionnaire's contents, the instrument was checked and validated by the experts. With the refinements done and with the approval of the adviser the questionnaire was prepared, revised, and approved for dry run. To gather the necessary data, the researcher sought the approval of concerned authorities including the School Division Superintendent of Camarines Norte, Human Resource Officer of the SDO, School Principals of the concerned schools, and respondents to the conduct of the study.

A dry run of the questionnaire will be conducted to 20 teachers who are not teaching in Jose Panganiban Camarines Norte to help improve the questionnaire by eliminating redundant questions and inconsistencies in the instrument and testing its reliability. The results of the dry run will be subjected to a reliability test using Cronbach's Alpha coefficient, it measures the internal consistency, or reliability, of a set of survey items. this statistic will help determine whether a collection of items consistently measures the same characteristic.

Cronbach's alpha quantifies the level of agreement on a standardized 0 to 1 scale. Higher values indicate higher agreement between items indicated in the survey questionnaires. (Johnson, 2013)

Cognizant of the sensitivity of the information that the researchers wanted to gather with the target respondents, the research will be fully explained to the respondents in terms of the nature and purpose of the research before their engagement. Informed consent from the teachers and school heads of the target secondary schools to allow them to accomplish the survey questionnaire freely was provided.

The researcher will guide the respondents on how to complete the questionnaire for easy comprehension of the instructions and contents and ensure that answers are to be treated with utmost confidentiality during the face-to-face interview by visiting the different secondary public high schools in Jose Panganiban that are located. Also, the results will be encoded and tabulated accordingly and will be statistically treated, interpreted, and analyzed. In addition, the researchers will create a Microsoft form link where the respondents can easily access and answer the question.

Research Instruments/Tools

The study will use a survey questionnaire in the conduct of the study. The survey questionnaire was used as the main tool in the collection of needed information. Thus, the researchers gathered all the necessary reading materials to develop the rough draft of the questionnaire. The indicators in the questionnaire were adopted from the study of Baggay, (2021) and modified by the researchers with the help of the experts in the field comprised of the research evaluators. Thus, their suggestions need to be incorporated into crafting the final survey questionnaire.

The questionnaire was composed of four parts: Part I covers the extent of school heads, head teachers and master teachers' instructional supervision in terms of pre-observation conferences, classroom observation, post-observation conferences. Part II covers the level of teachers' job satisfaction in terms of support mechanism for teaching competence enhancement, working environment and culture, professional growth, and development. Lastly, Part III consists of challenges that the teachers encounter in their school heads' instructional supervision that affect their level of job satisfaction.

Data Analysis

Descriptive statistics such as the frequency distribution and percentage ranking will be used in analyzing and interpreting data particularly those that were gathered through the survey. The said statistical treatment will be applied to provide a meaningful description of the profile of respondents and the influence of instructional supervision on job satisfaction.

Additionally, the influence of instructional supervision variables such as pre-observation conferences, classroom observation, post-observation conferences, and the support mechanism for teaching competence enhancement can be measured using the applied weighted mean from the responses based on the Likert Scale. This will determine the percentage or degree of importance of instructional supervision to the job satisfaction of the secondary teachers based on the different responses and results of the indicators. For the challenges that the teachers encounter in their school heads' instructional supervision that affect job satisfaction, the frequency and ranking methods of statistical treatment will be applied.

Lastly, The Spearman's Rank Correlation (r_s) was used to determine the relationship between the extent of school heads instructional supervision in terms of pre-observation conference, classroom observation and post observation conference and the level of teacher's job satisfaction in terms of support mechanisms for enhancing teacher competence, working environment and culture, and professional growth and development.

Ethical Considerations

Here are some key ethical considerations in the influence of instructional supervision on teacher job satisfaction. Teachers participating in the research should be fully informed about the purpose of the study, the data collection

methods such as surveys and interviews, and how their responses will be used. Also, participation should be voluntary, and teachers should feel comfortable declining without pressure or repercussions. In addition, all data collected, including interview transcripts and survey responses, should be stored securely. Researchers will have measures in place to prevent unauthorized access, loss, or misuse of the data. Lastly, researchers have a responsibility to report their findings honestly and accurately. This includes presenting both positive and negative findings related to instructional supervision's impact on job satisfaction.

RESULTS AND DISCUSSION

This section presents the results, analyses and interpretation of data gathered on respondents of the study. The presentation and analyses are in tabular format preceded by textual interpretations of the tabulated data pertaining to the specific problems included in the study

Extent of school heads' instructional supervision

Tables 1 to 3 exhibit the extent of school heads' instructional supervision in terms of pre-observation conference, classroom observation, post-observation conference.

Pre-observation Conference Table 1 shows the extent of instructional supervision by school heads in terms of pre-observation conference, the notification of teachers before lesson observation received the highest weighted mean of 4.54 interpreted as Very Great Extent while, the planning of the lesson observation with the teacher got the lowest weighted mean of 4.20 interpreted also as very great extent

Table 1 Extent of school heads' instructional supervision in terms of pre-observation conference

Indicators	WM	Interpretation
1.1.1. School Head/Head Teacher/Master Teacher notifies teacher before the lesson observation	4.54	Very Great Extent
1.1.2. School Head/Head Teacher/Master Teacher plans with the teacher for the lesson observation	4.20	Very Great Extent
1.1.3. School Head/Head Teacher/Master Teacher reviews the lesson plans before the classroom observation	4.42	Very Great Extent
1.1.4. School Head/Head Teacher/Master Teacher establish an open, two-way communication to the teacher	4.40	Very Great Extent
1.1.5. School Head/Head Teacher/Master Teacher discuss and agreed on the objective of supervision	4.44	Very Great Extent
Average Weighted Mean	4.40	Very Great Extent

Legend:	
4.20 - 5.00	Very Great Extent
3.40 - 4.19	Great Extent
2.60 - 3.39	Moderate Extent
1.80 - 2.59	Some Extent
1.00 1.79	Not at all

The data implies that school heads, head teachers, and master teachers are highly engaged in the pre-observation

conference phase, with a strong focus on preparation, collaboration, communication, and clear objective setting. This proactive and supportive approach is essential for fostering an environment that promotes continuous improvement and professional growth among teachers. Also, underscoring the significant importance placed on prior notification. This practice ensures that teachers are adequately prepared for the observation, fostering a supportive and professional environment, the collaborative approach is crucial as it allows teachers to align their lesson plans with the expectations of the observers, enhancing the overall effectiveness of the observation process.

According to the study of Rigby & Tredway (2019) and Johnson & Doughty (2023) notifying teachers before observations, emphasizing it as a best practice for effective instructional supervision. also underline the importance of planning with teachers, confirm the importance of reviewing lesson plans before observations. Also, the study of Smith & Starmer (2020) emphasizes the necessity of discussing and agreeing on supervision objectives, strongly supports the practices reflected in confirming the importance of pre-observation conferences

that involve advance notification, collaborative planning, lesson plan reviews, two-way communication, and agreed-upon objectives. These practices are consistently associated with more effective instructional supervision and improved teaching outcomes.

Classroom Observation Table 2 shows the extent of instructional supervision conducted by school heads, head teachers, and master teachers during classroom observations. The indicator The School Head/Head Teacher/Master Teacher take note the best practices of the teachers such as methodology, strategies in teaching the students got the highest weighted mean of 4.44 interpreted as very great extent. While the indicator School Head/Head Teacher/Master Teacher regularly observes the way that the teacher teaches on the students got the lowest weighted mean of 4.28 interpreted as very great extent.

Table 2 Extent of school heads' instructional supervision in terms of classroom observation

Indicators	WM	Interpretation
1.2.1. School Head/Head Teacher/Master Teacher regularly observes the way that the teacher teaches on the students	4.28	Very Great Extent
1.2.2. School Head/Head Teacher/Master Teacher never interrupt a lesson to correct a teacher	4.39	Very Great Extent
1.2.3. School Head/Head Teacher/Master Teacher take note the best practices of the teachers such as methodology, strategies in teaching the students	4.44	Very Great Extent
1.2.4. School Head/Head Teacher/Master Teacher present the tools of observation and brought the printed copy for evaluation.	4.39	Very Great Extent
1.2.5. School Head/Head Teacher/Master Teacher checked the way the teacher gives feedback to the student's responses.	4.35	Very Great Extent
Average Weighted Mean	4.37	Very Great Extent

Legend:	
4.20 - 5.00	Very Great Extent
3.40 - 4.19	Great Extent
2.60 - 3.39	Moderate Extent
1.80 - 2.59	Some Extent
1.00 1.79	Not at all

This implies a holistic and effective approach to supervision, characterized by regular monitoring, respect for

the teaching process, identification of best practices, thorough preparation, and a focus on feedback quality. The consistency between the pre-observation and observation phases indicates a cohesive and supportive supervision framework aimed at enhancing teaching practices and student outcomes. Also, effective supervision involves ongoing monitoring to provide timely feedback and support to teachers confirming the importance of regular and non-intrusive observations, documenting effective teaching practices, using standardized observation tools, and evaluating teacher feedback to students. These practices are consistently associated with more effective instructional supervision and improved teaching outcomes.

Based on the study of Granström, M., Kikas, E., & Eisenschmidt, E. (2023) the results showed that teachers showed strong knowledge of learning strategies, but they did not directly teach about strategies in the classroom. Although these teachers gave more direct strategy instruction than others, they justified the usefulness of strategies by saying that students will achieve better results in an upcoming test or examination. A better approach would be to explain the long-term impact of learning strategies and develop students' skills in independently applying strategies in the future.

Post-observation Conference _ Table 3 shows the extent of instructional supervision by school heads, head teachers, and master teachers during the post-observation conference. The indicator with the highest weighted mean of 4.39 interpreted as very great extent is School Head/Head Teacher/Master Teacher provides a desirable manner in giving feedback. While the indicator with the lowest weighted mean of 3.96 interpreted as great extent is School Head/Head Teacher/Master Teacher usually makes a short visit to the classroom while they teach.

Table 3 Extent of school heads' instructional supervision in terms of post-observation Conference

Indicators	WM	Interpretation
1.3.1. School Head/Head Teacher/Master Teacher conduct private meetings with the teacher to discuss the observations and data analysis in relation to the teacher's objectives.	4.29	Very Great Extent
1.3.2. School Head/Head Teacher/Master Teacher discuss ways to improve the lesson and whether the focus of the next observation is going to remain on the already agreed upon objective	4.36	Very Great Extent
1.3.3. School Head/Head Teacher/Master Teacher request feedback from the teacher as to how effective the supervision cycle has been and how to improve the next supervision cycle	4.20	Very Great Extent
1.3.4. School Head/Head Teacher/Master Teacher provides a desirable manner in giving feedback	4.39	Very Great Extent
1.3.5. School Head/Head Teacher/Master Teacher usually makes a short visit to the classroom while I teach	3.96	Great Extent
Average Weighted Mean	4.24	Very Great Extent

Legend:	
4.20 - 5.00	Very Great Extent
3.40 - 4.19	Great Extent
2.60 - 3.39	Moderate Extent
1.80 - 2.59	Some Extent
1.00 1.79	Not at all

It implies a commitment to fostering a positive and growth-oriented supervisory relationship. It indicates a slightly reduced level of engagement during classroom visits post-observation. Also, this may suggest a potential

area for improvement in terms of maintaining a consistent presence and support. On the other hand, a continuation of the collaborative, goal-oriented, and supportive approach observed in previous phases, with a focus on personalized feedback, reflection, and continuous improvement. Consistency in approach across all phases indicates a comprehensive and effective supervision framework aimed at enhancing teaching practices and student outcomes. Furthermore, confirming the importance of private meetings for data analysis, discussing improvement strategies, requesting teacher feedback, providing constructive feedback, and conducting short classroom visits. These practices are consistently associated with more effective instructional supervision and improved teaching outcomes.

This was supported by the study of Congcong, G. J. D., & Caingcoy, M. E. (2020). This reminds the school heads of their role not only to evaluate teachers' classroom performance. They need to use data and information derived from the classroom observation for a very critical component of an evaluation system, the feedback itself. The results of performance evaluation to teachers, several mechanisms came out from their narratives. Yet school heads have been challenged in providing it to teachers. Also, the study identified six emergent themes, such as conversational (one-on-one), relational, reflective, technical, reinforcing, and properly situated mechanisms in conveying performance evaluation results to teachers. Thus, a new feedback mechanism framework was developed.

Level of teachers' job satisfaction on the school head's support

Table 4 to 7 shows the level of teacher's job satisfaction on the school head support when it comes to supporting mechanisms for teaching competencies enhancement, working environment and culture, and professional growth and development.

Support Mechanism Table 4 shows the level of teachers' job satisfaction on the school head's support in terms of support mechanisms for teaching competencies enhancement. The indicator with the highest weighted mean is School Head/Head Teacher/Master Teacher conducts an induction training for beginner teachers with the weighted mean of 4.35, followed by the School Head/Head Teacher/Master Teacher assists teachers in lesson planning with the weighted mean of 4.32. On the other hand, indicator with the lowest frequency is the school head designs appropriate interventions to minimize the weaknesses of teachers in the classroom with the weighted mean of 4.10 followed by the school head facilitates the availability of instructional materials and encourages teachers to use them appropriately with the weighted mean of 4.19

Table 4 Level of teachers' job satisfaction on the school head's support in terms of support mechanisms for teaching competencies enhancement

Indicators	WM	Interpretation
2.1.1. School Head/Head Teacher/Master Teacher conducts an induction training for beginner teachers	4.35	Very Satisfied
2.1.2. School Head/Head Teacher/Master Teacher assists teachers in lesson planning	4.32	Very Satisfied
2.1.3. School Head/Head Teacher/Master Teacher assist teachers in developing/ selecting instructional materials	4.22	Very Satisfied
2.1.4. School head facilitates the availability of instructional materials and encourages teachers to use them appropriately	4.19	Satisfied
2.1.5. School head designs appropriate interventions to minimize the weaknesses of teachers in the classroom	4.10	Satisfied
Average Weighted Mean	4.24	Very Satisfied

Legend:	
4.20 - 5.00	Very Satisfied

3.40 - 4.19	Satisfied
2.60 - 3.39	Neither Satisfied nor Dissatisfied
1.80 - 2.59	Dissatisfied
1.00 - 1.79	Very Dissatisfied

It implied that the teachers are satisfied with the support of the School Head, Head Teachers, and Master Teachers when it comes to the support mechanism like the trainings, assistance in lesson planning, developing instructional materials, and designing appropriate intervention for teachers' development.

On the study of Olsen, A., & Huang, F. (2019). they found out that. To increase the retention of teachers, job satisfaction. Teacher cooperation and principal support within the school are two influential factors that directly relate to job satisfaction and their moderation effects were also statistically significant predictors of job satisfaction for all teachers. The moderation effect between the two variables of interest and race were also statistically significant. The findings emphasize the need to maintain professional communities where teachers can interact and collaborate with the support of their school leaders.

Working Environment and Culture – Table 5 presents the Level of teachers' job satisfaction on the school head's support in terms of working environment and culture. The indicator with the highest frequency is teachers are free to use the facilities of the school for activities related to teaching with the weighted mean of 4.49 interpreted as very satisfied followed by the. There is a mutual trust and respect between the teachers and instructional supervision with the weighted mean of 4.42. On the other hand, the indicator with the lowest weighted mean is the indicator Teachers' classrooms are adequate for their class, well-ventilated, and have good lighting. with the weighted mean of 3.95 followed by the Teachers receive sufficient copies of books, manuals, and guidelines with the weighted mean of 3.98.

Table 5mLevel of teachers' job satisfaction on the school head's support in terms of working environment and culture

Indicators	WM	Interpretation
2.2.1. Teachers are free to use the facilities of the school for activities related to teaching.	4.49	Very Satisfied
2.2.2. Teachers receive sufficient copies of books, manuals, and guidelines.	3.98	Satisfied
2.2.3. There is a mutual trust and respect between the teachers and instructional supervision.	4.42	Very Satisfied
2.2.4. Teachers' classrooms are adequate for their class, well-ventilated, and have good lighting.	3.95	Satisfied
2.2.5. Teachers maximize the use of possible resources that are available in their schools.	4.33	Very Satisfied
Average Weighted Mean	4.23	Very Satisfied

Legend:	
4.20 - 5.00	Very Satisfied
3.40 - 4.19	Satisfied
2.60 - 3.39	Neither Satisfied nor Dissatisfied

1.80 - 2.59	Dissatisfied
1.00 1.79	Very Dissatisfied

Based on the 5 indicators, 3 indicators were interpreted as Very Satisfied and 2 indicators interpreted as satisfied. It implies that the teachers are very satisfied when it comes to the use of school facilities, has trust and respect between the teachers and instructional supervisors, free to use the resources that are available in the schools, and teachers are satisfied if there is have a sufficient copy of books, manuals, and guidelines. And if there is a well-ventilated and have a good lighting in the classroom.

According to the study of Sospeter, M., & Hassanal, I. B. (2022) it explored on the influence of school leadership and working environment on teachers' job satisfaction in Tanzania. They found out that school leadership influences teachers' satisfaction with the job. It also revealed that teachers' collaboration significantly predicted commitment to the job the findings imply that the increase in teachers' collaboration in various school matters stimulated their passion and engagement in school activities.

On the other hand, a safe working environment at school accounts in predicting teachers' satisfaction with the job, the collective leadership, and a conducive environment at school help in increasing employees' satisfaction with the job. It is recommended that school leaders should continuously be trained on collective leadership and the improvement of the working environment.

In addition, the study of Gomez, & Tantiado. (2023) revealed that teachers' work environment, specifically role clarity, teamwork and socio-emotional support are always observed. Teachers are satisfied with their jobs. Work environment and job satisfaction have significant relationships. Specifically, role clarity is a good predictor for teacher's job satisfaction in terms of workplace, training/professional growth and salary while teamwork is the opposite. Thus, school heads may ensure that teachers have cleared roles so that they may foster quality and excellent performance and productivity align with the educational goals. The more satisfied the employees are, the better the results.

Professional Growth and Development – Table 6 presents the result of the level of teachers' job satisfaction on the school head's support in terms of professional growth and development. The indicator with the highest weighted mean is the Opportunities for professional growth in my workplace with the mean of 4.36. followed by Provision of mentoring to ensure good performance with the weighted mean 4.30. On the other hand, the indicator with the lowest frequency is Opportunities for membership to professional organizations with the weighted mean of 4.20. followed by the development of leadership among teachers with the weighted mean of 4.25

Table 6 Level of teachers' job satisfaction on the school head's support in terms of professional growth and development

Indicators	WM	Interpretation
2.3.1. Opportunities for professional growth in my workplace	4.36	Very Satisfied
2.3.2. Scheme of selection in sending teachers to seminars/workshops and other forms of faculty development programs	4.27	Very Satisfied
2.3.3. Development of leadership among teachers	4.25	Very Satisfied
2.3.4. Opportunities for membership to professional organizations	4.20	Very Satisfied
2.3.5. Provision of mentoring to ensure good performance	4.30	Very Satisfied
Average Weighted Mean	4.28	Very Satisfied

Legend:	
4.20 - 5.00	Very Satisfied
3.40 - 4.19	Satisfied
2.60 - 3.39	Neither Satisfied nor Dissatisfied
1.80 - 2.59	Dissatisfied
1.00 1.79	Very Dissatisfied

The result shows that when it comes to the support of school heads to the teacher's professional growth and development are all very satisfied. it implies the teachers have an opportunity to grow professionally because the school head have a support to them like giving them an opportunity for professional growth in the workplace like attending in the different school-based training workshop, having a provision of mentoring to ensure good performance through the peer to peer coaching and mentoring to enhance their performance in the teaching and learning process, also every teachers have an equal opportunity to be send in the different training in the different levels. Another is that every teachers have an equal chance to lead by the different programs in the school such as leading the INSET (In-Service Training), SLAC (School Learning Action Cell) Session and other project coordinators, and all teachers are open to be a part or a member of every professional organization in order them to enhance their skills and knowledge.

According to the study of Karacabey, M. F. (2020) it suggested that the school principals supported the professional development of the teachers occasionally and only 25.5% of principals supported teachers' professional development sufficiently. School principals mostly followed relevant resources to support teachers' professional development and inform teachers about innovations related to education. In addition, the results also indicated that the principals of high school teachers supported their professional development more than the principals working in primary and secondary schools, and branch teachers' level of education did not create any difference in the perceptions of the teachers.

Challenges that the teachers encounter in their school heads' instructional supervision that affect their level of job satisfaction.

Table 7 presents the Challenges that the teachers encounter in their school heads' instructional supervision that affect their level of job satisfaction. The number 1 challenge that the teacher encountered is the Multiple responsibilities with the frequency of 93 it was followed by the Limited budget for carrying out teacher's professional development with the frequency of 75 respondents. On the other hand, the indicator with the lowest frequency is Inappropriate advice was offered by the supervisors with 10 respondents followed by the large number of teachers with 8 respondents.

Table 7 Challenges that the teachers encounter in their school heads' instructional supervision that affect their level of job satisfaction.

Challenges	Frequency	Rank
1. Lack of incentives	49	3
2. Multiple responsibilities	93	1
3. Large number of teachers	8	10
4. Poor communication skills	23	6
5. Low motivation among teachers	41	4
6. Inadequate time spent on supervision	20	7
7. Negative attitude of teachers toward supervision	28	5

8. Inappropriate advice was offered by the supervisors.	10	9
9. Inadequate training among heads of schools	14	8
10. Limited budget for carrying out teacher's professional development.	75	2

According to the study of Lawrent, G. (2019) the findings revealed that the government's shortcomings in hiring support staff prompted teachers to perform extra duties alongside teaching. It is also found that the lack of the government's commitment to rewarding teaching quality exacerbated teachers' engagement in other income-generating activities. Teachers' engagement in these non-teaching tasks both in school and out of school affected their own professional identities which subsequently impacted on their teaching competence beliefs.

Significant relationship between the extent of school heads' instructional supervision and the teacher's job satisfaction

The Spearman's Rank Correlation (r_s) was used to determine the relationship between the extent of school heads instructional supervision in terms of pre-observation conference, classroom observation and post observation conference and the level of teacher's job satisfaction in terms of support mechanisms for enhancing teacher competence, working environment and culture, and professional growth and development. Table 8 presents the result tested at 5% level of significance.

The Results shows that there is a strong positive relationship between school head's extent of instructional supervision and the level of teachers' job satisfaction ($r_s=0.487$, $p < 0.001$). This suggests that an increase in the instructional supervision of school heads would also mean an increase in job satisfaction among teachers. Table A also reflects that the identified relationship is also highly significant, this indicates that when all the levels of instructional supervision are applied by school heads it can be expected that the teachers are also satisfied with the support mechanisms for enhancing their teaching competence, their working environment and culture, and professional growth and development.

Table 8 Test for Relationship between extent of instructional supervision and level of job satisfaction.

Relationship	Level of Job Satisfaction		
	Support Mechanism	Working Environment	Professional Growth
Pre-Observation Conference	$r_s = 0.595^{**}$	$r_s = 0.449^{**}$	$r_s = 0.510^{**}$
	$p < 0.001$	$p < 0.001$	$p < 0.001$
	HS	HS	HS
Classroom Observation	$r_s = 0.562^{**}$	$r_s = 0.405^{**}$	$r_s = 0.442^{**}$
	$p < 0.001$	$p < 0.001$	$p < 0.001$
	HS	HS	HS
Post Observation Conference	$r_s = 0.685^{**}$	$r_s = 0.426^{**}$	$r_s = 0.416^{**}$
	$p < 0.001$	$p < 0.001$	$p < 0.001$
	HS	HS	HS
Extent of Instructional Supervision	$r_s = 0.487^{**}$		
	$p < 0.001$		
	HS		

Legend:	
NS	Not Significant
S	Significant
HS	Highly Significant
*	5% level of Significance
**	1% level of Significance

CONCLUSION AND RECOMMENDATION

This part presents the formulated findings and conclusions of the study. It also presents the recommendations proposed by the researcher based on the findings and conclusions drawn.

Conclusions

In the light of the findings of the study, the following conclusions were drawn:

1. The Extent of school heads' instructional supervision in terms of pre-observation conference is the School Head/Head Teacher/Master Teacher notifies teacher before the lesson observation, while, in terms of classroom observation, is the School Head/Head Teacher/Master Teacher take note the best practices of the teachers such as methodology, strategies in teaching the students. In addition, in terms of post-observation conference is the School Head/Head Teacher/Master Teacher provides a desirable manner in giving feedback.
2. The level of teachers' job satisfaction on the school head's support in terms of support mechanisms for teaching competencies enhancement the is the School Head/Head Teacher/Master Teacher conducts an induction training for beginner teachers. While, in terms of working environment and culture, the Teachers are free to use the facilities of the school for activities related to teaching. Also, in terms of professional growth and development, the Opportunities for professional growth in my workplace.
3. The main challenges that the teachers encounter in their school heads' instructional supervision that affect their level of job satisfaction is the Multiple responsibilities, which included the different administrative task like coordinatorship, chairmanship and other related task.
4. There is a strong positive relationship between school head's extent of instructional supervision and the level of teachers' job satisfaction ($r_s=0.487$, $p < 0.001$). This suggests that an increase in the instructional supervision of school heads would also mean an increase in job satisfaction among teachers. Also, it reflects that the identified relationship is also highly significant, this indicates that when all the levels of instructional supervision are applied by school heads it can be expected that the teachers are also satisfied with the support mechanisms for enhancing their teaching competence, their working environment and culture, and professional growth and development.

Recommendations

After a thorough analysis of the data gathered in the study, the following are highly recommended:

1. Regular Needs Assessment

The researchers recommend school heads to conduct regular surveys and assessments to understand the specific instructional materials teachers need. They must involve the teachers in decision-making processes regarding the procurement of materials.

2. Adequate Budget Allocation

The school heads must ensure sufficient budget allocation for purchasing high-quality materials and prioritize the acquisition of materials that align with curriculum standards and teachers' instructional goals.

3. Timely Provision

The school heads must distribute instructional materials well before the beginning of the academic year and establish a streamlined process for the timely replacement and replenishment of materials.

4. Diverse and Inclusive Resources

The school must provide materials that cater the diverse learning styles, cultural backgrounds, and special needs students.

5. Training and Support

The school heads must offer development and training for teachers on how to effectively use new instructional materials.

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