Influence of Instructional Supervision on Teachers' Job Satisfaction in Elementary Schools

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Abstract

This study examines the impact of instructional supervision on elementary teachers' job satisfaction within the Mati City Division, Philippines, framed by the principles of the Path-Goal Theory. Using a quantitative correlational design, the study collected data from 253 elementary teachers through a validated, reliable Likert-scale questionnaire. Data analysis was conducted using Pearson's correlation and multiple regression analyses to identify significant relationships among the variables. Findings indicate that instructional supervision is strongly evident (M=3.61, SD=0.40), with teacher support (M=3.60, SD=0.47) and performance assessment (M=3.66, SD=0.55) emerging as the most impactful components. Teachers reported high overall job satisfaction (M=3.31, SD=0.61), with greater satisfaction in work environment (M=3.34, SD=0.65) and job responsibilities (M=3.35, SD=0.79) than in security aspects (M=3.23, SD=0.74). Correlation analysis revealed significant positive relationships between instructional supervision and job satisfaction (r=0.438, p<0.001), with teachers' support showing the strongest association (r=0.441, p<0.001). Regression analysis identified teachers' guidance (β=0.317, p<0.001) and support (β=0.308, p<0.001) as significant predictors of job satisfaction. The results provide practical policy implications, recommending targeted professional training for school administrators in supportive supervision methods and enhanced strategies for fostering community involvement.

Keywords: Instructional Supervision, Job Satisfaction, Path-Goal Theory

Introduction

Educational institutions serve as crucial environments for achieving learning goals, with teachers being the cornerstone of this process [1]. Instructional supervision, as the systematic guidance and support provided to teachers by school leaders, significantly shapes teachers' professional experiences and directly influences their job satisfaction [2]. The importance of teacher job satisfaction cannot be overstated as it directly affects motivation, retention, and overall educational outcomes [3]. When teachers feel supported and valued through effective supervision, their commitment to the institution and teaching quality typically improves.

This study is anchored in the Path-Goal Theory of leadership as its theoretical framework. Developed by Robert House, this theory posits that leaders adapt their behavior to the work environment and employee characteristics to meet the needs of their subordinates and guide them toward the achievement of their personal and organizational goals [4, 5, 6]. At the center of this theory is the idea that a leader's behavior is instrumental in enhancing employees' job satisfaction by clarifying the path to work goals and

removing barriers to performance [7]. Leaders adopt leadership styles that are dependent on the situation and nature of the task in order to effectively motivate subordinates. Directive, supportive, participative, and achievement-oriented leadership are the primary behaviors identified in this theory [8].

Path-Goal Theory emphasizes the importance of work environment and the characteristics of employees. For instance, in an event where tasks are ambiguous or stressful, a directive or supportive leadership style is more effective in increasing job satisfaction and motivation [9, 10, 11, 12]. Directive leadership in instructional supervision involves providing specific guidelines and schedules that help teachers organize their work more efficiently, potentially increasing job satisfaction by reducing uncertainty and role ambiguity [13, 14, 15]. Supportive leadership could manifest through supervisors providing emotional support, fostering a friendly work environment, and being approachable, which may enhance teachers' job satisfaction by making them feel valued and supported [16].

Recent research has revealed concerning trends in teachers' satisfaction. A study found that despite investments in professional development, teachers' job satisfaction remained below the desired level in many educational systems [17]. Similarly, it is reported that nearly 60% of K-12 teachers expressed significant dissatisfaction with their professional conditions, particularly regarding supervisory support and recognition [18]. These findings, along with Judalawati's (2024) research showing declining satisfaction rates among public school teachers, highlight the critical nature of teacher dissatisfaction and underscore the importance of examining supervisory practices as potential contributing factors. The consequences of low job satisfaction extend beyond individual teachers to affect institutional stability, educational quality, and student outcomes, making this an urgent area for investigation [19].

However, several challenges persist in effectively implementing instructional supervision. The hostile school environment often hinders the effectiveness of instructional supervision, causing teachers to feel undervalued, unsupported, and dissatisfied in their roles [20]. Many principals and supervisors lack the necessary skills in providing technical assistance, which does not support the positive impact of supervision on teachers' job satisfaction [21, 10]. Without constructive feedback and follow-ups, teachers feel undervalued [22]. Training given to school leaders usually lacks continuity and fails to align with the specific knowledge gaps of teachers that are important to address, resulting in supervisory practices that are neither coherent nor effective [23, 24].

The literature on instructional supervision reveals a complex landscape. While Basilio and Bueno [25] documented positive correlations between effective instructional supervision and teacher satisfaction in Philippine schools, Kumari [26] highlighted the significant limitation of existing research, namely, the absence of longitudinal data to support long-term claims about supervisory effects. Similarly, Mustaqim [10] critiqued the prevalence of cross-sectional designs, which limit our understanding of how instructional supervision affects teachers' job satisfaction over extended periods.

Previous research has disproportionately focused on immediate, short-term outcomes of instructional supervision, with limited exploration of its enduring effects on teachers' job satisfaction [27]. Oluwakemi [28] observed that many studies emphasize administrative perspectives rather than teachers' lived experiences, creating an incomplete picture of supervision's impact.

Furthermore, Shikokoti, Okoth, and Chepkonga [29] noted that the dominance of qualitative case studies without quantitative validation has restricted a comprehensive understanding of the relationship between supervision practices and teachers' job satisfaction.

The Philippine educational context presents unique challenges for instructional supervision. Decentralization reforms have shifted greater responsibility to school-level leaders, yet many principals

and supervisors receive limited training in effective supervisory practices [11]. Additionally, high student-teacher ratios and diverse student needs create complex instructional environments that require sophisticated supervisory approaches [30]. In Mati City Division specifically, a concerning trend of teachers leaving to work abroad highlights the urgency of addressing retention issues and examining whether instructional supervision influences job satisfaction [31].

This study addresses these gaps by investigating the relationship between instructional supervision and teacher job satisfaction within Mati City Division. By employing a correlational design and validated measurement instruments, this research examines the levels of instructional supervision provided by school leaders and identifies which specific indicators most significantly influence teacher job satisfaction. This quantitative approach contributes to both the theoretical understanding of how path-goal leadership principles manifest in educational supervision and provides practical insights that can inform evidence-based improvements in supervisory practices.

Methodology

This study employed a quantitative correlational research design to examine the influence of instructional supervision on teachers' job satisfaction. This design was appropriate for analyzing the relationships among variables without manipulating any conditions. Quantitative research involves the systematic collection and analysis of numerical data to characterize, forecast, or regulate variables of interest [32], while correlational research examines the statistical relationship between variables without manipulation [33]. The respondents were 253 public elementary school teachers from the Division of Mati City, selected through Cochran's formula with proportional allocation across three districts: Mati North (123), Mati Central (79), and Mati South (51). The overall population of elementary teachers in the division was 737. Only teachers with at least three years of permanent teaching experience were included to ensure that participants had adequate exposure to supervisory practices. Simple random sampling was employed in identifying the respondents in each school per district. The study was conducted from January 30 to March 15, 2025, in 54 public elementary schools within the City of Mati, the capital of Davao Oriental province in the Philippines. Mati is a 5th class city located on the southeastern side of Mindanao, politically subdivided into 26 barangays. The study employed two validated survey questionnaires. The Instructional Supervision Questionnaire from Sumapal and Haramain [34] included 10 items each for teachers' guidance, support, and performance assessment, with a Cronbach's Alpha of 0.943. The teachers' job satisfaction questionnaire from Romero and Bantigue [35] included four indicators with 10 items each: security, work environment, job responsibilities, and community attachments/linkages ($\alpha = 0.946$). A pilot test involving 30 participants from Davao Oriental Division, who shared similar characteristics with the target respondents, confirmed the reliability of these instruments. Data collection occurred from January 30 to March 15, 2025, using printed questionnaires distributed across the 54 public elementary schools. A letter of permission was first sent to the Schools Division Superintendent, followed by a letter of recommendation to the District Supervisors. Informed consent was obtained from all participants, clearly informing them of the study's objectives and guaranteeing the confidentiality of their responses. Descriptive statistics, including mean and standard deviation, were used to determine the levels of instructional supervision and job satisfaction. Pearson's correlation coefficient was utilized to assess the relationship between instructional supervision and job satisfaction, while multiple regression analysis was employed to identify which specific indicators of instructional supervision significantly influenced job satisfaction. Ethical

considerations were meticulously addressed throughout the study. Informed consent was obtained from all participants, who were fully informed about the study's purpose, procedures, voluntary nature, and confidentiality measures. All data were kept secure and anonymous, with participants having the option to withdraw at any time without consequences. The study posed minimal risks to participants, and the researcher ensured all necessary safety measures were implemented. Justice was maintained through unbiased selection procedures, and the researcher committed to transparency, accountability, and honest reporting of results.

Results and Discussion
Level of Instructional Supervision
Table 1. Level of Instructional Supervision Exerted by School Heads on Teachers as Viewed by Respondents in terms of Teachers' Guidance

Statements	Mean	SD	Descriptive Interpretation
1. Direct teachers of instructional supervision approaches	3.70	0.47	Highly Evident
2. Advice teachers to use active learning in the classroom	3.69	0.47	Highly Evident
3. Frequently visit classrooms for instructional supervision purposes	3.53	0.56	Highly Evident
4. Solicit and provide feedback on instructional supervision methods and techniques	3.58	0.55	Highly Evident
5. Use instructional data to focus attention on improving the curriculum or instruction	3.62	0.52	Highly Evident
6. Arrange induction training for beginner teachers	3.50	0.62	Highly Evident
7. Assist teachers in lesson planning.	3.45	0.60	Highly Evident
8. Assist teachers in developing or selecting instructional materials	3.51	0.58	Highly Evident
9. Spread new teaching methodologies among teachers.	3.53	0.56	Highly Evident
10. Facilities experience sharing programs between teachers	3.60	0.55	Highly Evident
Overall	3.57	0.42	Strongly Implemented

Table 1 illustrates a robust implementation of instructional supervision practices across all measured dimensions. With an overall mean score of 3.57 and a standard deviation of 0.42, instructional

supervision is categorized as "Strongly implemented" throughout the evaluated context. All ten statements received ratings in the "Highly Evident" range, demonstrating comprehensive adoption of supervision strategies. Direct teaching of instructional supervision approaches (M=3.70, SD=0.47) and advising teachers to use active learning (M=3.69, SD=0.47) emerged as the most prominently implemented practices, closely followed by using instructional data to improve curriculum (M=3.62, SD=0.52). Facilitating experience sharing among teachers (M=3.60, SD=0.55) and soliciting feedback on supervision methods (M=3.58, SD=0.55) also showed strong implementation. While still highly evident, assistance with lesson planning (M=3.45, SD=0.60) and arranging induction training for beginners (M=3.50, SD=0.62) received comparatively lower ratings, potentially indicating areas for enhancement. The relatively small standard deviations across all items suggest consistent agreement among respondents regarding implementation levels. This comprehensive approach to instructional supervision effectively balances direct guidance, collaboration, resource provision, and teaching innovation, creating a supportive framework for educational improvement.

Table 2. Level of Instructional Supervision Exerted by School Heads on Teachers as Viewed by Respondents in terms of Teachers' Support

Statements	Mean	SD	Descriptive Interpretation
1. Listen and respond to the teachers' concerns	3.66	0.50	Highly Evident
2. Provide opportunities for teachers to share strategies with each other	3.65	0.51	Highly Evident
3. Offer quality professional development	3.60	0.54	Highly Evident
4. Encourage participation in professional communities	3.66	0.50	Highly Evident
5. Conduct meaningful evaluation	3.60	0.52	Highly Evident
6. Identify any instructional limitations of teachers in the classrooms	3.56	0.56	Highly Evident
7. Encourage school self-evaluation on instructional matters	3.74	2.60	Highly Evident
8. Design appropriate intervention for teachers' methods and techniques	3.53	0.57	Highly Evident
9. Initiate and help teachers in developing instructional goals and objectives	3.58	0.52	Highly Evident
10. Aid teachers in doing action research	3.41	0.65	Highly Evident
Overall	3.60	0.47	Strongly Implemented

The data reveals a strong implementation of supportive instructional leadership practices across all measured dimensions. With an overall mean score of 3.60 and a standard deviation of 0.47, these practices are categorized as "Strongly implemented" throughout the evaluated context. All ten statements received ratings in the "Highly Evident" range, indicating comprehensive adoption of supportive leadership approaches. Encouraging school self-evaluation on instructional matters (M=3.74, SD=2.60) emerged as the most prominently implemented practice, though it shows notably higher variability in responses compared to other items. Listening and responding to teachers' concerns (M=3.66, SD=0.50) and encouraging participation in professional communities (M=3.66, SD=0.50) were also strongly

evident, with high consistency among respondents. Providing opportunities for teacher collaboration (M=3.65, SD=0.51) followed closely behind. Quality professional development (M=3.60, SD=0.54) and conducting meaningful evaluations (M=3.60, SD=0.52) showed robust implementation as well. While still highly evident, aiding teachers in action research (M=3.41, SD=0.65) received the lowest rating, potentially indicating an area for future enhancement. The consistently low standard deviations across most items (except for item 7) suggest general agreement among respondents regarding implementation levels. These findings demonstrate a comprehensive approach to instructional leadership that effectively balances responsive support, collaborative opportunities, professional development, and evaluation practices to create an environment conducive to teaching excellence.

Table 3. Level of Instructional Supervision Exerted by School Heads on Teachers as Viewed by Respondents in terms of Teachers' Performance Assessment

Statements	Mean	SD	Descriptive Interpretation
1. Ensure that the classroom priorities of teachers are consistent with the goals and direction of the school	3.68	0.51	Highly Evident
2. Review student work products when evaluating classroom instruction	3.60	0.53	Highly Evident
3. Conduct informal observations in classrooms on a regular basis	3.62	0.54	Highly Evident
4. Point out specific strengths in teachers' instructional practices in post-observation feedback	3.79	2.59	Highly Evident
5. Assess the effectiveness of instruction	3.62	0.51	Highly Evident
6. Clarify professional development needs	3.62	0.51	Highly Evident
7. Provide evidence of growth and valuable data of teachers	3.59	0.55	Highly Evident
8. Explain the purpose and goals of the evaluation	3.89	2.65	Highly Evident
9.Give the right comments for teacher's evaluation	3.63	0.52	Highly Evident
10. Set benchmarks and plan for future evaluation	3.50	0.59	Highly Evident
Overall	3.66	0.55	Strongly Implemented

The data demonstrates a robust implementation of instructional evaluation practices across all measured dimensions. With an overall mean score of 3.66 and a standard deviation of 0.55, these evaluation practices are categorized as "Strongly implemented" throughout the evaluated context. All ten statements received ratings in the "Highly Evident" range, indicating comprehensive adoption of instructional evaluation approaches. Explaining the purpose and goals of evaluation (M=3.89, SD=2.65) emerged as the most prominently implemented practice, though it shows notably higher variability in responses compared to other items. Similarly, pointing out specific strengths in teachers' instructional practices (M=3.79, SD=2.59) was highly rated but with substantial response variation. Ensuring classroom priorities align with school goals (M=3.68, SD=0.51) was also strongly evident, with high consistency among respondents. Providing appropriate evaluation comments (M=3.63, SD=0.52), conducting regular informal observations (M=3.62, SD=0.54), assessing instructional effectiveness (M=3.62, SD=0.51), and clarifying professional development needs (M=3.62, SD=0.51) all showed robust implementation. While still highly evident, setting benchmarks and planning for future evaluation (M=3.50, SD=0.59) received

the comparatively lowest rating. The consistently low standard deviations across most items (except for items 4 and 8) suggest general agreement among respondents regarding implementation levels. These findings demonstrate a comprehensive approach to instructional evaluation that effectively balances alignment with school goals, regular observation, constructive feedback, and future planning to support ongoing teaching improvement.

Table 4. Level of Instructional Supervision Exerted by School Heads on Teachers as Viewed by Respondents

Indicators	Mean	SD	Descriptive Interpretation
Teachers' Guidance	3.57	0.42	Strongly implemented
Teachers' Support	3.60	0.47	Strongly implemented
Teachers' Performance Assessment	3.66	0.55	Strongly implemented
Overall	3.61	0.40	Strongly implemented

The data presents a comprehensive overview of instructional supervision provided by school heads as perceived by respondents. With an overall mean score of 3.61 and a standard deviation of 0.40, instructional supervision is categorized as "Strongly implemented" across all three major indicators. Teachers' Performance Assessment emerged as the most prominently implemented dimension (M=3.66, SD=0.55), indicating robust evaluation practices. This was closely followed by Teachers' Support (M=3.60, SD=0.47), which focuses on providing resources and professional development opportunities. Teachers' Guidance (M=3.57, SD=0.42) was also strongly implemented, though it received the comparatively lowest rating among the three indicators.

The consistently low standard deviations across all categories suggest general agreement among respondents regarding implementation levels. The narrow range of mean scores (3.57-3.66) demonstrates a balanced approach to instructional supervision that effectively integrates guidance, support, and assessment functions. This balanced implementation suggests school heads are successfully fulfilling their multifaceted supervisory roles, creating an environment that promotes teaching excellence through a comprehensive combination of direction, assistance, and evaluation.

Level of Job Satisfaction

Table 5: Level of Job Satisfaction in terms of Security

Statements	Mean	SD	Descriptive Interpretation
1. The amount of pay for the work I do..	3.18	0.89	Satisfied
2. The chance to be reclassified/ be promoted	3.26	0.83	Very Satisfied
3. The benefits I receive are good as most other organizations can offer..	3.37	2.09	Very Satisfied
4. When all my efforts are not rewarded the way it should be..	3.04	0.94	Satisfied

5. My job provides security for my future	3.28	0.78	Very Satisfied
6. The way I get a full credit for the work I do	3.26	0.79	Very Satisfied
7. Being able to take pride in a job well done.	3.32	0.78	Very Satisfied
8. The way how my pay compares with that for a similar jobs in other companies	3.17	0.84	Satisfied
9. The way how my pay compares with other co-workers in school.	3.19	0.79	Satisfied
10. The opportunities for advancement.	3.27	0.78	Very Satisfied
Overall	3.23	0.74	Satisfied

Table 5 provides insights into teachers' job satisfaction regarding security aspects in their workplace. With an overall mean score of 3.23 and a standard deviation of 0.74, teachers are generally "Satisfied" with security-related factors of their employment. The highest satisfaction levels were reported for benefits received compared to other organizations (M=3.37, SD=2.09), though this item showed considerably more variability in responses than other factors. Teachers also expressed high satisfaction with being able to take pride in their work (M=3.32, SD=0.78), job security for their future (M=3.28, SD=0.78), and opportunities for advancement (M=3.27, SD=0.78). The chance to be reclassified/promoted (M=3.26, SD=0.83) and receiving full credit for work done (M=3.26, SD=0.79) were also rated as "Very Satisfied." Comparatively lower satisfaction, though still positive, was reported for effort-reward balance (M=3.04, SD=0.94), pay comparison with similar jobs in other companies (M=3.17, SD=0.84), amount of pay received (M=3.18, SD=0.89), and pay comparison with coworkers (M=3.19, SD=0.79). The relatively consistent standard deviations across most items (excluding item 3) suggest general agreement among respondents. These findings indicate that while teachers are generally satisfied with job security aspects, there may be room for improvement in compensation-related factors, particularly regarding the perceived fairness of effort-reward balance and pay comparisons with external organizations.

Table 6: Level of Job Satisfaction in terms of Work Environment

Statements	Mean	SD	Descriptive Interpretation
1. The policies & practice towards employees of the school	3.32	0.80	Very Satisfied
2. The way my immediate head & I understand each other.	3.32	0.79	Very Satisfied
3. The spirit of cooperation among my co-workers	3.35	0.72	Very Satisfied
4. The working conditions (heating, lighting, ventilation etc.)	3.30	0.80	Very Satisfied
5. The way my co-workers are easy to make friends with,	3.36	0.71	Very Satisfied
6. The way my immediate head trains his/her subordinates,	3.37	0.79	Very Satisfied
7. The feeling of accomplishment I get from the job,	3.38	0.73	Very Satisfied
8. The way my immediate head takes care of the complaints of his/her employees,	3.32	0.73	Very Satisfied
9. The pleasantness of the working conditions,	3.36	0.73	Very Satisfied
10. The way my immediate head provides help on hard problems.	3.35	0.69	Very Satisfied

Overall	3.34	0.65	Very Satisfied

The data reveals a highly positive perception of job satisfaction related to work environment factors among teachers. With an overall mean score of 3.34 and a standard deviation of 0.65, teachers are "Very Satisfied" with their work environment overall. The highest satisfaction was reported for feeling a sense of accomplishment from the job (M=3.38, SD=0.73), followed closely by satisfaction with how immediate heads train their subordinates (M=3.37, SD=0.79). Teachers also expressed high satisfaction with the pleasantness of working conditions (M=3.36, SD=0.73) and how co-workers are easy to make friends with (M=3.36, SD=0.71), indicating a positive social atmosphere. The spirit of cooperation among co-workers (M=3.35, SD=0.72) and the way immediate heads provide help on difficult problems (M=3.35, SD=0.69) were similarly highly rated. School policies and practices toward employees (M=3.32, SD=0.80), understanding between teachers and immediate heads (M=3.32, SD=0.79), and how immediate heads handle complaints (M=3.32, SD=0.73) all received strong satisfaction ratings. Physical working conditions such as heating, lighting, and ventilation (M=3.30, SD=0.80), while still rated as "Very Satisfied," received the comparatively lowest score. The consistently low standard deviations across all items suggest general agreement among respondents regarding their high satisfaction with work environment factors. These findings demonstrate that the workplace climate, leadership practices, colleague relationships, and physical conditions all contribute to a work environment that teachers find highly satisfying, with particularly strong satisfaction in areas related to personal accomplishment and leadership support.

Table 7: Level of Job Satisfaction in terms of Job Responsibilities

Statements	Mean	SD	Descriptive Interpretation
1. The chance to 'rub elbows" with important people,	3.21	0.74	Satisfied
2. Being able to do things that don't go against my conscience,	3.44	2.60	Very Satisfied
3. The chance to do work that is well suited to my abilities,	3.39	0.86	Very Satisfied
4. The chance to tell other co-workers how to do things,	3.33	0.72	Very Satisfied
5. The chance to try something different in my job,	3.29	0.77	Very Satisfied
6. The chance to do something that makes use of my abilities,	3.45	2.06	Very Satisfied
7. The chance to develop new and better ways to do the job,	3.34	0.75	Very Satisfied
8. The chance to do the things that don't harm my other co-workers,	3.33	0.74	Very Satisfied
9. The freedom to use my own judgement,	3.34	0.72	Very Satisfied
10. The chance to do the job without the feeling I am cheating anyone.	3.34	0.74	Very Satisfied
Overall	3.35	0.79	Very Satisfied

The data shows a high level of job satisfaction among teachers regarding their job responsibilities. With an overall mean score of 3.35 and a standard deviation of 0.79, teachers are "Very Satisfied" with the responsibility aspects of their jobs. The highest satisfaction was reported for the chance to do something that makes use of their abilities (M=3.45, SD=2.06) and being able to do things that don't go against their conscience (M=3.44, SD=2.60), though both items show notably higher variability in responses

compared to other factors. Teachers also expressed strong satisfaction with the chance to do work well suited to their abilities (M=3.39, SD=0.86). The opportunity to develop new and better ways to do the job (M=3.34, SD=0.75), the freedom to use their own judgment (M=3.34, SD=0.72), and the chance to do their job without feeling they are cheating anyone (M=3.34, SD=0.74) all received high satisfaction ratings. Similarly, teachers were very satisfied with the chance to tell other co-workers how to do things (M=3.33, SD=0.72) and the chance to do things that don't harm co-workers (M=3.33, SD=0.74), indicating a positive collegial environment. The opportunity to try something different in their job (M=3.29, SD=0.77) was also rated highly. The chance to "rub elbows" with important people (M=3.21, SD=0.74), while still rated positively as "Satisfied," received the comparatively lowest score. The consistently low standard deviations across most items (excluding items 2 and 6) suggest general agreement among respondents. These findings demonstrate that teachers find significant satisfaction in responsibilities that align with their abilities and moral values, allow for autonomy and innovation, and promote positive workplace relationships.

Table 8: Level of Job Satisfaction in terms of Community Attachments/Linkages

Statements	Mean	SD	Descriptive Interpretation
1. The chance to have a definite place in the community	3.33	0.71	Very Satisfied
2. The chance to be of some small service to other people,	3.29	0.71	Very Satisfied
3. The chance to encourage the stakeholders' participation in all school related activities.	3.34	0.72	Very Satisfied
4. The chance to be somebody in the community,	3.24	0.73	Very Satisfied
5. The chance to do the community outreach programs (i.e. linis barangay, coastal clean-up, tree planting)	3.30	0.75	Very Satisfied
6. the chance to help people's concern in the community,	3.32	0.71	Very Satisfied
7. The linkages of the school in the immediate community,	3.37	0.72	Very Satisfied
8. The way my immediate head takes care of the complaints of some parents in the community.	3.29	0.81	Very Satisfied
9. The pleasantness of the school community towards external stakeholders.	3.30	0.74	Very Satisfied
10. The social position in the community that goes with the job.	3.30	0.74	Very Satisfied
Overall	3.31	0.65	Very Satisfied

The data provides insights into teachers' job satisfaction regarding community attachments and linkages. With an overall mean score of 3.31 and a standard deviation of 0.65, teachers are "Very Satisfied" with community-related aspects of their professional roles. The highest satisfaction was reported for the school's linkages with the immediate community (M=3.37, SD=0.72), suggesting strong positive perceptions of school-community connections. Teachers also expressed high satisfaction with the chance to encourage stakeholder participation in school-related activities (M=3.34, SD=0.72) and having a definite place in the community (M=3.33, SD=0.71). Strong satisfaction was also reported for the opportunity to help address community concerns (M=3.32, SD=0.71). Community outreach programs such as neighborhood cleanups and tree planting (M=3.30, SD=0.75), the pleasantness of school-

community relations with external stakeholders (M=3.30, SD=0.74), and the social position in the community associated with teaching (M=3.30, SD=0.74) all received high satisfaction ratings. The chance to provide small services to others (M=3.29, SD=0.71) and how immediate heads handle parent complaints (M=3.29, SD=0.81) were similarly well-rated. The chance to "be somebody" in the community (M=3.24, SD=0.73), while still rated positively as "Satisfied," received the comparatively lowest score. The consistently low standard deviations across all items suggest general agreement among respondents regarding their satisfaction with community attachments. These findings demonstrate that teachers derive considerable satisfaction from their community connections and the social aspects of their professional role, with particularly strong satisfaction in areas related to established community linkages and stakeholder engagement.

Table 9: Level of Job Satisfaction

Indicators	Mean	SD	Descriptive Interpretation
Security	3.23	0.74	Satisfied
Work Environment	3.34	0.65	Very Satisfied
Job Responsibilities	3.35	0.79	Very Satisfied
Community Attachments/Linkages	3.31	0.65	Very Satisfied
Overall	3.31	0.61	Very Satisfied

The data presents an overview of teachers' job satisfaction across four key indicators. With an overall mean score of 3.31 and a standard deviation of 0.61, teachers report being "Very Satisfied" with their jobs collectively. Job Responsibilities emerged as the highest-rated satisfaction indicator (M=3.35, SD=0.79), suggesting teachers particularly value the autonomy, meaning, and alignment with their abilities that their work provides. This was closely followed by satisfaction with Work Environment (M=3.34, SD=0.65), reflecting positive perceptions of workplace conditions, collegial relationships, and leadership support. Community Attachments/Linkages also received strong satisfaction ratings (M=3.31, SD=0.65), indicating teachers derive significant fulfillment from their connections with the broader community and stakeholders.

While still positive, Security-related factors (M=3.23, SD=0.74) received the comparatively lowest satisfaction rating and fell into the "Satisfied" rather than "Very Satisfied" category, suggesting potential room for improvement in areas related to compensation, benefits, and career advancement. The consistently low standard deviations across all indicators reflect general agreement among respondents regarding their satisfaction levels. These findings demonstrate that teachers experience high overall job satisfaction, with particularly strong satisfaction in the intrinsic aspects of their work (responsibilities and environment) compared to extrinsic factors (security), though all areas received positive ratings.

Correlation Between Instructional Supervision and Job Satisfaction

Table 10: Correlation Analysis between Instructional Supervision and Teachers' Job Satisfaction

	Secur	Work	Job R	Commu	Overa
Teachers' Guidance	.325**	.391**	.342**	.376**	.392**
p-value	.000	.000	.000	.000	.000
Teachers'	.351**	.435**	.398**	.425**	.441**

Support					
p-value	.000	.000	.000	.000	.000
Teachers' Performance Assessment	.287**	.302**	.275**	.318**	.322**
p-value	.000	.000	.000	.000	.000
Overall Instructional Supervision	.376**	.412**	.385**	.432**	.438**
p-value	.000	.000	.000	.000	.000

Note: ** Correlation is significant at the 0.01 level (2-tailed)

Table 10 presents the correlation analysis between the dimensions of instructional supervision and teachers' job satisfaction. The results reveal significant positive correlations across all variables, with p-values less than 0.01, indicating statistically significant relationships between instructional supervision practices and teachers' job satisfaction levels.

Among the instructional supervision dimensions, Teachers' Support demonstrates the strongest positive correlation with Overall Job Satisfaction (r = .441), followed by Teachers' Guidance (r = .392) and Teachers' Performance Assessment (r = .322). This finding aligns with Tarimo and Lekule's (2024) assertion that supportive supervision approaches contribute more significantly to teacher satisfaction than evaluative methods. As Berhanu (2024) noted, teachers are more likely to feel satisfied when they receive consistent emotional and professional support from their supervisors, fostering a sense of value and recognition.

Looking at specific dimensions of job satisfaction, Work Environment shows the strongest correlation with Teachers' Support (r = .435), suggesting that supportive supervision practices significantly enhance teachers' perception of their work environment. This finding supports Deniz's (2020) conclusion that supportive leadership fosters greater organizational trust and subsequently improves job satisfaction. Meanwhile, Community Attachments/Linkages demonstrates the strongest correlation with Overall Instructional Supervision (r = .432), indicating that effective supervision practices help teachers develop stronger connections with their community, which in turn enhances their job satisfaction.

The relatively lower correlation between Teachers' Performance Assessment and job satisfaction dimensions (ranging from r = .275 to r = .322) supports the regression analysis findings, where performance assessment had a non-significant relationship with job satisfaction. This suggests that while assessment is necessary, its implementation may sometimes create pressure or anxiety that slightly diminishes its positive impact on satisfaction[38].

Regression Analysis: Impact of Instructional Supervision on Job Satisfaction

Table 11: Regression Analysis on the Indicators of Instructional Supervision towards Teachers' Job Satisfaction

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Constant	.901	.285		3.165	.002

Teachers' Guidance	.430	.106	.317	4.060	<0.001
Teachers' Support	.384	.098	.308	3.932	<0.001
Teachers' Performance Assessment	-.140	.074	-.130	-1.897	.059

Model Summary: R=0.596; R-Square=0.355; F-value=29.005; p<0.001

The regression analysis examining the relationship between the indicators of instructional supervision and Teachers' Job Satisfaction shows that the model explains 35.5% of the variance in job satisfaction, as indicated by the R-Square value of 0.355. This means that the three predictor variables collectively account for a moderate proportion of the changes in teachers' job satisfaction, while the remaining 64.5% may be influenced by other factors not included in the model.

The overall model is statistically significant (F = 29.005, p < 0.001), confirming that the predictors collectively influence the dependent variable. Among the individual predictors, Teachers' Guidance (B = 0.430, p < 0.001) and Teachers' Support (B = 0.384, p < 0.001) have significant positive effects on job satisfaction, suggesting that guidance and support contribute to enhancing teachers' overall satisfaction. However, Teachers' Performance Assessment (B = -0.140, p = 0.059) does not have a statistically significant effect, as its p-value slightly exceeds the 0.05 threshold.

The standardized coefficients further clarify the strength of each predictor. Teachers' Guidance (Beta = 0.317) has the most substantial positive influence on job satisfaction, followed closely by Teachers' Support (Beta = 0.308), emphasizing the importance of professional support systems in fostering satisfaction among teachers. On the other hand, Teachers' Performance Assessment (Beta = -0.130) has a negative effect, indicating that performance assessments might not always be perceived positively and could slightly decrease job satisfaction. These findings suggest that while guidance and support play a crucial role in improving teachers' job satisfaction, performance assessments may need to be carefully designed to ensure they contribute positively rather than negatively to teachers' overall well-being.

The regression results complement the correlation analysis, confirming that different aspects of instructional supervision have varying impacts on teacher satisfaction. Monteiro, Carvalho, and Santos (2021) similarly found that supportive supervision approaches contribute more positively to teacher satisfaction than evaluative approaches. As Peck, Young, and Zhang (2021) argue, performance assessment tools should be designed primarily for teacher development rather than purely evaluative purposes to maximize their positive impact on teacher satisfaction and performance.

Conclusions

All public elementary teachers from the Schools Division of Mati City who experienced consistent and structured instructional supervision reported enhanced job satisfaction. Each indicator within the instructional supervision framework—teachers' guidance, support, and performance assessment—demonstrated a significant positive relationship with teachers' perceived job satisfaction, with guidance and support emerging as particularly influential factors. The overall combined effectiveness of instructional supervision practices exceeded standard expectations and positively impacted teachers' motivation and job satisfaction.

Today, effective instructional supervision stands as a pivotal component in improving educational outcomes in the Division of Mati City. Reflecting on these findings, the researcher recommends that educational policymakers and school administrators adopt continuous professional development

initiatives tailored specifically to enhance instructional supervision practices. Future implementations of targeted supervision techniques should incorporate ongoing evaluations and adjustments based on teacher feedback, applying methodologies like the Kirkpatrick Evaluation Model [40] for sustained improvement.

The study highlights the importance of balancing different aspects of instructional supervision, emphasizing that while performance assessment is necessary, the most substantial positive impacts on job satisfaction come from supportive and guidance-oriented approaches. This suggests that school heads should prioritize creating a supportive environment where teachers receive clear guidance and emotional support alongside fair and constructive evaluation.

Ultimately, a structured and well-supported instructional supervision approach promises significant advancements in teacher satisfaction and overall educational quality.

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