

# INTERNATIONAL JOURNAL OF INNOVATIVE RESEARCH AND KNOWLEDGE

ISSN-2213-1356

www.ijirk.com

## SCHOOL HEADS' INSTRUCTIONAL SUPERVISIONS AND ITS IMPACT ON TEACHERS' JOB SATISFACTION

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### ABSTRACT

*This paper sought to determine the impact of School heads' instructional supervision on Teachers' Job Satisfaction. The participants were the Elementary School Teachers in the City Schools Division of City of Malolos, Bulacan. The study made use of standardized instruments as the primary data gathering tool. To gather significant information, two different survey questionnaires were utilized to examine School Head's Instructional Supervision and the Teacher's Job Satisfaction. Regression analysis was used to determine the relationship that exists between variables. The result indicates that School Head's instructional supervision in terms of Designing various interventions is statistically significant with a p-value of .043, less than the significance level of 0.05  $\alpha$  while the three indicators (Classroom Observation, Portfolio Supervision, and Identifying Strengths and Limitations) are correlated with teachers' job satisfaction but not to a significant extent. The analysis of variance revealed an F-value of 3.761 with a p-value of .008 less than the significance alpha of .05. This means that all four predictor variables jointly impact teachers' job satisfaction, but the best predictor is designing various interventions.*

**Keywords:** *instructional supervision, job satisfaction, teachers, teacher's performance, school head*

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## 1. Introduction

Education has always been a vital component in nurturing the mind of the nation. It is through education that the youth can effectively shape a better world and continuously improve the way of living of an entire generation. No nation can effectively cater to the needs of its constituents without proper education, and so it is education that should be and should always be given the utmost priority. There must be a continuous effort in improving the quality of education, may it be through building educational institutions, providing better facilities, and investing in human resources, namely our teachers.

The role of a teacher has always been crucial in shaping the future of the world. In their hands lie the minds of the youth that will run the world. It is in their teaching lies the ideas that will bring forth a new world. With the current set-up in education, the role of teaching has been harder, to say the least, and so, the well-being of our teachers should be considered and examined about further to ensure that the state of the future is not going the wrong way, in return. They must have a high level of job satisfaction to perform to the best of their ability.

Job satisfaction is a positive emotional state resulting from a personal appreciation of his or her job or experience (Crisci et.al., 2018). Increasing job satisfaction for teachers has a major contribution to their motivational beliefs and work commitment. Aspects related to teachers are related to the image or quality of teachers and their welfare. School heads must find a reliable way to increase the teachers' level of job satisfaction. If this happens, the teacher will try to improve the profession and the desired mission and vision of the school itself will be achieved.

Job satisfaction is influenced by many factors and one of them is the supervision of the principal or school head. This is based on the assumption that teachers work in addition to expecting rewards both material and non-material but they also want a climate that suits their expectations such as openness in the organization, working conditions, attention, support, awards, promotion opportunities, decent income, and a sense of fairness from the principal because not all leaders give awards to teachers who have performed well or show good performance, and lack the opportunity to develop themselves (Suchyadie & Nurjanah, 2016).

Teachers' job satisfaction can be influenced by supervision. The main function of supervision is not just about repair and learning, but to coordinate, stimulate and encourage the growth of the teaching profession (Suchyadie & Nurjanah, 2016) Teachers are looking forward to experience working climate condition that suits their expectations. The relationship between teachers' job satisfaction and school heads' supervision most likely ends up in two different ways; feeling of attainment and absence of motivation to work.

Instructional supervision is an important aspect of educational management as it can enhance the quality of educational organizations (Maldrine & Kiplangat, 2020). This agreed with (İlğan, 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).

A study by İlğan (2015) stated that the behavior of those who have the authority, in this case, the school heads, has a direct impact on the job satisfaction of the teachers. It is confirmed that a principal's instructional supervision is a significant predictor of how satisfied a teacher is with their job This is also further supported by (Gultom, et.al., 2017), who found out that work satisfaction can be improved by also improving academic supervision (e.g., fairer distribution of workloads, effective dissemination of memo, addressing the problem of an individual teacher, etc.).

Moreover, Herzberg's Motivation-Hygiene theory stated 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 us that a better quality of education can be provided to the youth and the nation. Even though numerous foreign studies are citing the same conclusion as mentioned above, localized studies, however, warrant further research and in-depth examination to establish a conclusion applicable to the local setting. It was pointed out that job satisfaction as well as job dissatisfaction result from different causes.

As educators, it is necessary to look into the factors related to teachers' job satisfaction. Hence, the researchers would like to determine the impact of school heads' instructional supervision on teachers' job satisfaction.

### **1.1 Objectives of the Study**

The research aims to determine the impact of the school head's supervision on teachers' job satisfaction. Specifically, the study sought an answer to the following questions:

1. How may the school heads instructional supervision be described in terms of the following indicators:
  - 1.1 Classroom Observation
  - 1.2 Portfolio Supervision
  - 1.3 Identifying the strengths and limitations of teachers in the classroom
  - 1.4 Designing various interventions to assist teachers to reduce their limitations
2. How may the level of teachers' job satisfaction be described in terms of the following dimensions:
  - 2.1 Salary and benefits
  - 2.2 Working condition
  - 2.3 Professional growth
  - 2.4 Vacation leave
  - 2.5 Bonus
  - 2.6 Retirement plan
3. Does school head instructional supervision exert a significant impact on teachers' job satisfaction?
4. What implication may be drawn based of the findings of the study?

## **2. Methodology**

Descriptive-correlational research was used in the study to describe the variables- school head's instructional supervision and teachers' job satisfaction and the relationships that occur between them.

The study aimed to describe the extent of the implementation of school heads' supervision in terms of the following indicators: classroom observation, portfolio supervision, identifying the strengths and limitations of teachers in the classroom, and designing various interventions to assist teachers to reduce their limitations. It also described the teachers' level of job satisfaction in terms of salary benefits, working conditions, professional growth, vacation leave, bonus, and retirement plan.

To collect the needed data, the study also employed a quantitative research approach. Data were collected using researcher-made survey instruments adapted from a similar study and analyzed using the Statistical Package for Social Sciences (SPSS) version 25. 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 impact of school heads' instructional supervision on teachers' job satisfaction, regression analysis was used.

### **2.1 Respondents of the Study**

The respondents of the study consisted of 68 elementary school teachers employed in 5 public schools in a certain school district in the City Schools Division of Malolos during S.Y. 2020-2021.

The researchers sought permission from the school heads to conduct the study through a letter. Upon approval, the respondents were made aware that their participation in the study was strictly voluntary and that the data collected will be used solely for educational research purposes through an informed consent letter. All teachers who agreed to participate were chosen as respondents.

## 2.2 Instruments of the Study

Two different survey questionnaires were utilized in the study to examine School Head's Instructional Supervision and the Teacher's Job Satisfaction. The validated Teacher's Job Satisfaction scale was comprised of 34 statements along with a 4-point Likert scale response such as: (1) Not Satisfied; (2) Somewhat Satisfied; (3) Satisfied; (4) Very Satisfied. The higher the score, the higher the Teacher's Satisfaction while lower scores meant lower Teacher's Satisfaction. The questionnaire was divided into six (6) sections which are Salary and Benefits, Working Condition, Professional Growth, Vacation Leave, Bonus, Retirement Plan. The scale was perfect for the study as it was found with excellent content validity.

The first survey form has a 4-point Likert scale to assess the teacher's job satisfaction.

Scale	Descriptive Evaluation
4	Very Satisfied
3	Satisfied
2	Somewhat Satisfied
1	Not Satisfied

The tooled Instructional Supervision of School Heads scale is composed 32 statements with 5-point Likert scale responses such as: (1) Not at all (NA); (2) Some Extent (SE); (3) Moderate Extent (ME); (4) Great Extent (GE); (5) Very Great Extent (VGE). The questionnaire had four (4) parts; Classroom observation, Portfolio Supervision, Identifying the strengths and limitations of teachers in the classroom, Designing various interventions to assist teachers to reduce their limitations. It had a validity of coefficient alpha = 0.876.

Coefficient Value	Interpretation
0.86-1.00	Very High
0.71-0.85	High
0.41-0.70	Substantial
0.21-0.40	Low
0.01-0.20	Negligible

The second survey form has a 5-point Likert scale to assess the instructional supervision done by the school heads.

Scale	Descriptive Evaluation
5	Very Great Extent
4	Great Extent
3	Moderate Extent
2	Some Extent
1	Not at all

## 3. Results and Discussion

This study aimed to investigate the relationship between the variables under investigation. Thus, the researchers discussed the study results and findings by describing the level of the school heads' instructional supervision and its impact on teachers' job satisfaction, and the possible implications that may be drawn from the study.

### 3.1 The School Heads Instructional Supervision in terms of Classroom Observation

Observation is a vital aspect of teaching. Much of what new instructors got to be mindful of cannot be learned exclusively from within the college course. The practice of sitting in another teacher's class is the most common way of classroom observation in our academe. This kind of practice presents an opportunity to learn and make reflections as this can influence ways of teaching. Different aspects of the class may be observed such as schedules, utilization of time, routines, participation, teaching methods, and much more. An instructor will normally look for assistance on an issue that might be difficult for him or her to handle, but it is frequently a great practice of being exposed to a new and diverse approach to instruction.

**Table 1: The School Heads Instructional Supervision in terms of Classroom Observation**

Statement	Mean	Interpretation
1 My teaching is regularly observed.	4.25	Great Extent
2 I am notified before the lesson observation.	4.49	Great Extent
3 I receive immediate feedback after the lesson observation.	4.49	Great Extent
4 My teaching is the focus rather than my personality when supervising.	4.54	Very Great Extent
5 School head regularly observes the way I teach.	4.37	Great Extent
6 School head plans with me for the lesson observation.	4.31	Great Extent
7 School head usually makes a short visit to the classroom while I teach.	4.41	Great Extent
8 School head provides a desirable manner in giving feedback.	4.63	Very Great Extent
<b>Average</b>	<b>4.44</b>	<b>Great Extent</b>

Table 1 shows the extent of the school heads instructional supervision in the indicator "Classroom Observation" described in terms of the mean and its interpretation. Most of the statements have the interpretation of great extent ranging from 4.25 – 4.49 specifically about the time of observation, notification, feedback, lesson plans, and the short visits. It indicates that the school head of each school monitored well the class observation of their teachers. Also, the statements with a very great extent with a mean of 4.54 and 4.63 respectively are about the focus of observation and giving feedbacks after observation. It shows that the focus of the school heads is on the way their teachers teach the students and in a desirable manner of giving feedback on how their teachers could improve their skills.

In a study of instructional leadership and the role of heads of schools in managing the instructional program, Manaseh (2016) stated that "instructional leadership (IL) can be one of the most useful tools for creating an effective teaching and learning environment." He also noted that it becomes the head of school's responsibility to work with teachers to manage the instructional program. Instructional leaders know what is happening in the classrooms and develop the capacities of their staff by building on their strengths and reducing their weaknesses. In line with this, the result indicates that the teachers have a positive attitude towards the school heads' supervision and that most teachers can benefit from instructional supervision since the strongest predictors of professional development are teachers' attitude and satisfaction toward supervisory practices.

### 3.2 The School Heads' Instructional Supervision in terms of the Portfolio Supervision

Instructors need to actively participate in their advancement and supervision. They need to claim the evaluation process. The best way for teachers to be actively involved in such practices is through portfolio supervision. Portfolio supervision is a critical factor in enhancing pedagogical practices. This can be enhanced through collaborative planning by both the supervisors and teachers followed by feedback that is communicated in a collegial and supportive manner.

**Table 2: The School Heads Instructional Supervision in terms of the Portfolio Supervision**

Statement	Mean	Interpretation
1 School head usually reviews my schemes of work.	4.38	Great Extent
2 School head gives constructive often comments on my scheme of work.	4.44	Great Extent
3 School head often reviews my schemes of work.	4.35	Great Extent
4 School head always reviews the lesson plans.	4.43	Great Extent
5 School head usually reviews my lesson notes.	4.29	Great Extent
6 School head usually reviews sampled students' notes.	4.26	Great Extent
7 School head regularly reviews my record of work.	4.44	Great Extent
8 School head usually moderates the tests and examinations I set.	4.24	Great Extent
9 School head usually reviews the record of my students' marks.	4.22	Great Extent
<b>Average</b>	<b>4.34</b>	<b>Great Extent</b>

Table 2 shows the extent of school heads' instructional supervision in the indicator "Portfolio Supervision" described in terms of means and their interpretation. All statements about portfolio supervision have the interpretation of great extent and their means ranging from 4.22 – 4.44. This result means that the school heads review the comments, schemes of work, lesson plans and notes, tests, and students' marks well.

The results from this table agreed with Table 1. This indicates that the respondents were greatly satisfied with how the school heads perform their portfolio supervision. This also proves that the teacher's work is being monitored regularly. Several studies show that having portfolio supervision can greatly enhance the effectiveness of a teacher in the classroom (Sule et. al., 2015; Usman, 2015).

### 3.3 The School Heads Instructional Supervision in terms of Identifying the Strengths and Limitations of Teachers in the Classroom

Identifying the strength and limitations of teachers in the classroom is a way to help new and seasoned teachers alike, to see what they need to improve in their teaching skills. When the school heads identify the strengths and limitations of their teachers, they will learn what tasks to give them to maximize their potentials.

**Table 3: The School Heads Instructional Supervision in terms of Identifying the Strengths and Limitations of Teachers in the Classroom**

Statement	Mean	Interpretation
1 School head regularly identifies any instructional limitations of teachers in the classroom.	4.31	Great Extent
2 School head identifies the lack of abilities to manage students in the classroom.	4.24	Great Extent
3 School head identifies the student evaluation skill gaps of teachers	4.29	Great Extent
4 School head encourages and facilitates school self-evaluation on instructional matters.	4.47	Great Extent
5 School head facilitates the availability of instructional materials and encourages teachers to use them appropriately.	4.51	Very Great Extent
6 School head encourages teachers in developing instructional goals and objectives.	4.59	Very Great Extent
7 School head advises teachers to use active learning in the classroom	4.60	Very Great Extent
8 School head designs appropriate interventions to minimize the identified limitations of teachers in the classroom.	4.41	Great Extent
<b>Average</b>	<b>4.43</b>	<b>Great Extent</b>

The school heads instructional supervision in the indicator “Identifying the Strengths and Limitations of Teachers in the Classroom” is shown in Table 5. It can be observed that “School head advises teachers to use active learning in the classroom.” has the highest weighted mean which is 4.60 with a verbal interpretation of ‘Very Great Extent’ while “School head identifies the lack of abilities to manage students in the classroom.” has the lowest mean of 4.24 which is interpreted as “Great Extent”.

In general, the school heads instructional supervision in terms of identifying the strengths and limitations of teachers in the classroom is described as “Great Extent” as observed in the general weighted mean of 4.43.

Improvement of oneself is fully achieved when someone genuinely accepts their strengths and limitations. Nevin (2017) sees teacher as someone who is trained professionally to impart knowledge, skills, and values to the learner. With the help of school heads, they will truly understand what needs to improve and develop to ensure that the objectives and goals of education will be attained. That characteristic plays an important role in students’ achievement and development. It was further supported by Sunday-Piarro (2018) who stated that teachers’ characteristic has been found to predict teacher effectiveness.

### 3.4 The School Heads Instructional Supervision in terms of the Designing Various Interventions to Assist Teachers to Reduce their Limitations

Designing various interventions to assist teachers to reduce their limitations will be of big help to them. Conducting various activities seminars and workshops for their professional growth will surely help them to be more comfortable with the performance of their job.

**Table 4: The School Heads Instructional Supervision be in terms of Designing Various Interventions to Assist Teachers to Reduce their Limitations**

	<b>Statement</b>	<b>Mean</b>	<b>Interpretation</b>
1	School head is arranging induction training for beginner teachers.	4.43	Great Extent
2	School head assists teachers in lesson planning.	4.40	Great Extent
3	School head facilitates experience sharing programs	4.47	Great Extent
4	School head assist teachers in developing/ selecting instructional materials	4.34	Great Extent
5	School head spreads new teaching methodologies among teachers.	4.37	Great Extent
6	School head facilitates the professional growth of teachers through short-term training, workshops, and seminars.	4.53	Very Great Extent
7	School head supports teachers to do action research.	4.46	Great Extent
	<b>Average</b>	<b>4.43</b>	<b>Great Extent</b>

Table 4 shows that 6 out of 7 statements in school heads instructional supervision described in terms of designing various interventions to assist teachers to their limitations have a great extent interpretation with the mean ranging from 4.34 to 4.47. The statement with an interpretation of a “Very Great Extent” is “School head facilitates the professional growth of teachers through short-term training, workshops, and seminars.” with the highest mean of 4.53.

Honing the teachers’ skills and helping them with their needs for professional growth such as workshops and training, satisfy them that will affect good performance in the classroom. It will make them feel comfortable, important, as well as enjoy the job as their limitations are reduced. In a study conducted by Pacey (2016), showed that professional development relates significantly to the performance of teachers. In addition, a school head who is creative and committed to helping improve the teaching efficiency of teachers looks forward to their development (Badato, 2020).

### 3.5 The Overall School Heads Instructional Supervision

Instructional supervision is one of the processes by which school administrators attempt to achieve acceptable standards of performance and results. Since the ultimate goal of supervision is the improvement of instructions as a direct responsibility of the teachers there is a compelling necessity to develop Standards, Processes, and Tools for Instructional Supervision which will improve the needed guidance and support to develop teacher instructional competence by instructional leaders. Instructional supervision requires the principal to oversee, assess, evaluate, and direct teachers to ensure that the school is meeting its goals a closer, regular, and continuous instructional supervisory practice rather than snappy, unscheduled, and partial supervision is what is urgently needed especially now that a lot of changes have been introduced into the school curriculum.

**Table 5: The Overall School Heads Instructional Supervision**

School Heads Instructional Supervision in terms of the following indicators:		Mean	Interpretation
1	Classroom Observation	4.44	Great Extent
2	Portfolio Supervision	4.34	Great Extent
3	Identifying the strengths and limitations of teachers in the classroom	4.32	Great Extent
4	School head assist teachers in developing/ selecting instructional materials designing various interventions to assist teachers to reduce their limitations	4.43	Great Extent
<b>Overall</b>		<b>4.40</b>	<b>Great Extent</b>

Table 5 shows the overall school heads instructional supervision in terms of classroom observation with the mean of 4.44, portfolio supervision with the mean of 4.34, identifying the strengths and limitations of teachers in the classroom with the mean of 4.32, and designing various interventions to assist teachers to reduce their limitations with the mean of 4.43, All have a verbal interpretation of “Great Extent” based on the overall mean of 4.40.

Having a supportive principal can make all the difference for a teacher. According to the findings in a study by (Fatima & Ali, 2016), majority of the teachers would feel more satisfied when they receive helpful suggestions and guidance from their supervisors. Teachers want to know that their principal has their best interests in mind. One of the main duties of a principal is to provide ongoing, collaborative teacher support. The relationship between a teacher and a principal has to be built on a foundation of trust. Open communication to employees will create trust in the management and thus create a feeling of being involved in school management as well. This boosts teamwork and will give heads of school an easy time to deal with teachers who feel they are involved in decision making and developing strategies to run the school.

Teacher evaluations are meant to be tools that show a teacher where they are and to move them in a direction to maximize their overall effectiveness. There is always room for improvement in some areas. A satisfactory evaluation is a collaboration of information gathered through many visits that provide the most meaningful evaluations. Have an open-door policy where instructional leaders develop and communicate school goals, coordinate and supervise the school curriculum, monitor and evaluate student progress, and provide incentives for teachers and students.

### 3.6 The Level of Teachers' Job Satisfaction in terms of the Salary and Benefits

In the educational system, the most essential part is the teachers. They are the key figures for any changes needed in schools. The provision of a high-quality education system depends on high-quality teachers. The economic status of teachers is often cited as the driving engine for motivating teachers towards better performance and commitment. The payment for the work through which employees support their family and money is considered as the reward which is given to employees against work. The condition of satisfaction and dissatisfaction of employees depends on their salary. After all, it is the organization's responsibility to provide



suitable financial rewards like salary to their employees because it has a strong influence on employee motivation and retention. For the success of any organization, committed and satisfied human resources are considered the most important assets of an organization. Teacher's opportunities for promotion are also likely to exert an influence on job satisfaction. Job satisfaction is a worker's sense of achievement and success on the job. It can be defined also as the extent to which a worker is a content with the rewards he or she gets out of his or her job, particularly in terms of intrinsic motivation.

**Table 6: The Level of Teachers' Job Satisfaction in terms of the Salary and Benefits**

Statement	Mean	Interpretation
1 Teachers are satisfied with the policies under which salary increases are made.	3.22	High
2 Teachers' pay is commensurate with their effort.	3.13	High
3 Teachers can avail of emergency loans in times of need.	3.26	Very High
4 Teachers are satisfied with the benefits and privileges given by GSIS/SSS, Pag-ibig, PHLHEALTH, etc.	2.88	High
5 Teachers are contented with the salary they are receiving.	2.94	High
<b>Average</b>	<b>3.09</b>	<b>High</b>

The level of teachers' job satisfaction in terms of salary and benefits is shown in Table 6. The respondents' job satisfaction is "very high" with a mean of 3.26 on the availability of emergency loans. Most of the respondents have "high" job satisfaction in terms of the following: the policies under the salary increases are made, benefits, and privileges given in GSIS/SSS, Pag-ibig, Philhealth, etc., and contented with their salary with a means that range from 2.94-3.22.

The level of teachers' job satisfaction in terms of salary and benefits is high according to the surveyed respondents. But job satisfaction is a complex variable and is influenced by situational factors of the job as well as the dispositional characteristics of the individual, it is a complex and multifaceted concept that means different things to different people. Of course, better salary and benefits will increase employees job satisfaction as supported to the study of Anderson, Pyo, and Zhu (2018) and Buachoom (2017). Compensation has a significant impact on employee's performance. Mabaso and Dlamini (2017) found that compensation is a key factor that can affect employee satisfaction. They stated that compensation and job satisfaction play a positive role in the teachers' job and performance.

### 3.7 The Level of Teachers' Job Satisfaction in terms of the Working Condition

Working conditions play a vital role to deliver high-quality education. Schools that can offer their teachers a safe, pleasant, supportive working environment and adequate resources are better able to attract and satisfy good teachers and motivate them to do their best. Teachers' working conditions are important to students as well as teachers because they affect how much individual attention teachers can give to students.

**Table 7: The Level of Teachers' Job Satisfaction in terms of the Working Condition**

Statement	Mean	Interpretation
1 Teachers are free to use the facilities of the school for the activities related to teaching.	3.71	Very High
2 Teachers receive sufficient copies of books, manuals, and guidelines.	3.32	Very High
3 Teachers believe that an atmosphere of mutual trust and respect is important to achieve institutional goals.	3.60	Very High
4 Teachers' classrooms are adequate for their class, well ventilated, and have good lighting.	2.56	Very High
5 Teachers maximize the use of possible resources that are available in their schools.	2.54	Very High
<b>Average</b>	<b>3.55</b>	<b>Very High</b>

The level of teachers' job satisfaction in terms of working conditions was very high with the mean ranging from 3.32 to 3.71. The teachers are free to use the facilities of the school for the activities related to teaching got the highest mean with 3.71 while the sufficient copies of books, manuals, and guidelines for teachers had the lowest mean of 3.32. The overall job satisfaction is very high with a mean of 3.55.

Several studies have validated the relationship between working conditions and job satisfaction (Hui et al., 2014; Karim, Khan, & Shamim, 2017; Nie et al., 2015). The importance of working conditions in schools is not only for teacher motivation, effectiveness, and job satisfaction but also for students' opportunities to learn (Bascia and Rottmann, 2011). Previous research has recognized that adequate resources and facilities, collegial cooperation, a conducive learning environment, and opportunities for professional development are some of the most crucial factors, which ensure the quality of teachers' work. If these are not adequate, they will negatively affect job satisfaction (Jordan, Miglič, Todorović, & Marič, 2017; Khany & Tazik, 2016).

### 3.8 The Level of Teachers' Job Satisfaction in terms of the Professional Growth

Education is a learning cycle without an end. Thus, professional growth is a requirement for all teachers. It is some form of education for teachers that can enhance or better their teaching or classroom environment. With the support of school administration and access to continuous learning opportunities and professional development resources, they are better equipped to become good teachers. Programs such as seminars, training, and workshops allow teachers to improve their skills and motivation, expand their knowledge and it would give a sense of satisfaction.

**Table 8: The Level of Teachers' Job Satisfaction in terms of the Professional Growth**

Statement	Mean	Interpretation
1 Opportunities for professional growth in my workplace	3.44	Very High
2 Need to do the job well	3.37	Very High
3 Support of school administration	3.43	Very High
4 Provision of mentoring to ensure good performance	3.40	Very High
5 Availability of teaching materials	3.22	Very High
6 Transparency for available items for promotion	3.21	Very High
7 Development of leadership among teachers	3.35	High
8 Scheme of selection in sending teachers to seminar/workshops and other forms of faculty development programs	3.35	Very High
9 Opportunities for membership to professional organizations	3.26	Very High
<b>Average</b>	<b>3.34</b>	<b>Very High</b>

The overall level of teachers' job satisfaction in terms of Professional Growth are very high with a mean of 3.33. The respondents were very satisfied in terms of professional growth specifically on opportunities, needed to do the job well, support from school administration, mentoring, leadership development, selection in sending teachers to seminars/workshops, and opportunities in joining professional organizations with the mean of 3.44, 3.37, 3.43, 3.40, 3.35, 3.35 and 3.26 respectively. The level of job satisfaction in terms of availability of teaching materials and items of promotion was high with the mean of 3.22 and 3.15.

The level of teachers' job satisfaction in terms of professional growth is very high according to the surveyed respondents. This suggests that the more time teachers spend on professional growth, the greater the chances that they will adapt their practices and enhance student achievement. This was supported by a study conducted by Nang Sein Nyunt and Yan Ye (2019) which considered that a school that provides enough time and resources in teachers' professional development could acquire a level of satisfaction.

### 3.9 The Level of Teachers' Job Satisfaction in terms of the Vacation Leave

The level of teachers' job satisfaction be prescribed in terms of the vacation leave will be given for work beyond regular functions or beyond regular work hours/days where payment of honorarium or overtime pay is not possible. Besides, there are situations wherein extraordinary work is demanded from teachers including those who expose their lives to certain risks and for which monetary compensation is not enough. Thus, extra non-monetary compensation is justified.

**Table 9: The Level of Teachers' Job Satisfaction be described in terms of the Vacation Leave**

Statement	Mean	Interpretation
1 I am well informed about the leaves I have.	3.06	High
2 I enjoy my vacation leave.	2.91	High
3 I can always use my leave whenever I needed them.	2.99	High
4 I can easily file my vacation leave and have it approved.	3.06	High
5 Vacation leave is approved based on the filing period.	3.09	High
<b>Average</b>	<b>3.02</b>	<b>High</b>

Table 9 shows the level of teachers' job satisfaction in terms of vacation leave. The respondents' job satisfaction was all high with the mean ranging from 2.88 to 3.07. It was shown in the table that the respondents were well informed about their leaves, enjoyed them, able to use the leaves when needed, easily filed, and approved.

The role of teachers' work for student outcomes is widely recognized, the question of whether teachers are content with their working environment is often overlooked (Liang & Akiba, 2017). Meanwhile, teachers' job satisfaction has many important and far-reaching implications. Also, there is evidence that students of teachers who are content with their job also feel better. Furthermore, satisfied teachers offer higher instructional quality and better learning support for their students. Finally, content teachers demonstrate stronger job commitment and are less prone to leave the profession, which is especially crucial in times when teacher turnover is high. Increasing teacher turnover rates and a subsequent shortage of qualified teachers are a growing concern internationally.

### 3.10 The Level of Teachers' Job Satisfaction in terms of the Bonus

Money and financial benefits are an important tool for enhancing organizational performance and sustained competitiveness because the key element for employment relationships and the single greatest operating cost for much organization is compensation. The condition of satisfaction and dissatisfaction of employees depends on their salary and bonus. It is the organization's responsibility to provide suitable financial rewards to their employees because it has a strong influence on employee motivation and retention. All compensation factors include in employee pay and people do effort because they want some rewards in the term of money or promotion which was explained through expectancy theory. Most employees expect that their pay and promotion will be increased when they work well in the workplace then this will cause an increase in their job satisfaction level.

**Table 10: The Level of Teachers' Job Satisfaction in terms of the Bonus**

Statement	Mean	Interpretation
1 Given before or on the date they should be received	3.43	Very High
2 The bonus for teachers in my geographical area is comparable to the bonus of other people with the same level of education.	3.31	Very High
3 Sufficient to supply where it is allotted for	3.37	Very High
4 Well-informed about the breakdown of the bonuses/incentive that I am receiving.	3.37	Very High
5 Fairly given to all teacher specific to our institution	3.24	Very High
<b>Average</b>	<b>3.34</b>	<b>Very High</b>

Table 10 shows the level of teachers' job satisfaction in terms of bonus is very high with the mean ranging from 3.31 to 3.43. It shows that the bonus was received on or before the date, the bonus is comparable, sufficient supply, well-informed, and fairly given.

Teachers' who are working should receive salary and bonus as remuneration for their teaching job. Salary has become a basic requirement to accept the job or not because it is still considered as the main motivator for someone to exert effort on a certain job. In line with this thought, is the idea that workers are motivated mainly by pay, that workers will have the initiative to do work if they are paid (Teebom, 2018). Motivated employees help the organization to survive. For some, money is the only instrument to fulfill basic needs or to sustain everyday life. That is why money has become the main motivation when someone is applying for a job. Teachers are usually happy to perform a job when they are paid well but they may not perform well when they are not paid well to meet their basic needs. In some certain context, salary and bonus are some of the sources of motivation and an essential factor in the success of every work. It cannot be denied that salary and bonus serve as motivation for employees. In this regard, it is necessary to put in mind that employees are the building blocks of an organization.

### 3.11 The Level of Teachers' Job Satisfaction in terms of the Retirement Plan

Financial benefits are an important tool to enhance the performance of the employee. They feel that they are well compensated which serves as their reward against their work. Like most other state and local government employees, teachers also received benefit pensions after their retirement which are based on final average salaries and length of service. Monetary and other kinds of incentives like retirement pension plans encourage teachers' job satisfaction.

**Table 11: The Level of Teachers' Job Satisfaction in terms of the Retirement Plan**

Statement	Mean	Interpretation
1 I am well informed about my retirement plan.	2.97	High
2 The retirement plan for teachers in y geographical area is comparable to the retirement plan of other people with the same level of education.	3.01	High
3 Sufficient to supply where it is allotted for	3.07	High
4 The retirement plan is given on time on the date provided by the administration.	2.94	High
5 The retirement plan is reasonable based on the year spent by the teachers in the institution.	3.01	High
<b>Overall</b>	<b>3.00</b>	<b>High</b>

Table 11 shows that the level of job's satisfaction in terms of retirement plan is high. The respondents are satisfied with their retirement plan. They are well informed about their retirement plan.

Being compensated and satisfied with the job motivate teachers. Compensated teachers will have positive feelings towards their job and this would result in job satisfaction. The result is supported by Muguongo, et al. (2015), who concluded that insurance cover greatly affects job satisfaction among teachers. The study of Mensah, et al. (2017), stated that the major reason for keeping contented and satisfied employees was the benefit from dedication, loyalty, and commitment. One of the ways that managers can keep good employees is to offer them attractive and adequate compensation package which matches their needs, preferences, and performance.

### 3.12 Teachers' Overall Level of Job Satisfaction

Job satisfaction is a positive or pleasant emotional state resulting from a person's appreciation of his/her job or experience. Teachers' job satisfaction is important to deliver quality education. Teachers who are happy, contented, and satisfied with their job are expected to give quality education and produce successful students.

**Table 12: The Teachers’ Overall Level of Job’s Satisfaction**

The level of Teachers’ Job Satisfaction be described in terms of the following dimensions:		Mean	Interpretation
1	Salary and Benefits	3.10	High
2	Working Condition	3.55	Very High
3	Professional Growth	3.33	Very High
4	Vacation Leave	3.01	High
5	Bonus	3.35	Very High
6	Retirement Plan	3.00	High
<b>Overall</b>		<b>3.24</b>	<b>High</b>

Table 12 shows the overall mean interpretation of teachers’ job satisfaction. The respondents agreed with the six dimensions and it shows that they are satisfied. Teachers give very high satisfaction to working conditions, professional growth, and bonus. On the other hand, salary and benefits, vacation leave, and retirement plans have a “high” verbal interpretation.

Opportunities, supports, and incentives will satisfy teachers according to the respondents of the survey. This is evident as well in the study of Zafarullah, et al. (2019), who concluded that the main factors affecting job satisfaction of teachers were found to be incentives, support, opportunities, conditions, success and achievement, personal realization, status and respect, and relationships. Incentives can be described as monetary or non-monetary incentives, fair remuneration packages, a well-defined individual appraisal system, timely promotion, job security, and appreciation of moral teaching and commitment.

**3.13 Impact of School Heads’ Instructional Supervision on Teachers’ Job Satisfaction**

In the course of this investigation, the study hypothesized that the school head’s instructional supervision has a significant impact on teachers’ job satisfaction. The data collected were subjected to regression analysis to determine the extent of impact the predictor variables cause on the criterion variable.

**Table 13: represents the impact of the school heads’ instructional supervision on teachers’ job satisfaction done through regression analysis**

Variables	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	2.068	.494		4.190	.000
Classroom Observation	-.337	.188	-.366	-1.796	.077
Portfolio Supervision	.079	.219	.096	.363	.718
Identifying strengths and limitations	.267	.250	.291	1.066	.291
Designing various interventions	.257	.124	.343	2.067	.043
R-squared = .141 F-value = 3.761 p-value = .008 alpha = 0.05					

Results of analysis in Table 13 indicate that the School Head’s instructional supervision in terms of Designing various interventions is statistically significant with a p-value of .043, less than the significance level of 0.05  $\alpha$ . While Classroom Observation, Portfolio Supervision, and Identifying Strengths and Limitations are not statistically significant, with a p-value of .077, .718, and .291 respectively, which is greater than the significance level 0.05  $\alpha$ . The result indicates that the three indicators (Classroom Observation, Portfolio Supervision, and

Identifying Strengths and Limitations) are correlated with teachers' job satisfaction but not to a significant extent.

Results of the regression run in Designing various interventions revealed a .257 B coefficient, indicating that for every unit increase in designing various interventions, it generates a .257 increase in teachers' job satisfaction. While Classroom Observation revealed a -.337 B coefficient, indicating that for every unit increase in classroom observation, it generates a .337 decrease in teachers' job satisfaction. On the other hand, Identifying Strengths and Limitations revealed a .267 B coefficient, indicating that for every unit increase in identifying strengths and limitations, it generates a .267 increase in teacher's job satisfaction. However, Portfolio Supervision was revealed to have the lowest B coefficient of .079 with the lowest t-value of .337. The three indicators Classroom Observation, Portfolio Supervision, and Identifying Strengths and Limitations have a p-value greater than the significance level of 0.05  $\alpha$  which indicates that they do not significantly predict teachers' job satisfaction.

Analysis of the obtained Beta coefficients would indicate that the school head's instructional supervision in terms of designing various interventions appeared to be the best predictor of the teacher's job satisfaction.

Results of the analysis of variance revealed an F-value of 3.761 with a p-value of .008 less than the significance alpha of .05. This means that all four predictor variables jointly impact teachers' job satisfaction, but the best predictor is designing various interventions.

This is supported by the study of Suchyadi (2018) who stated that the main function of supervision is not just to repair and learning, but to coordinate, stimulate, and encourage the growth of the teaching profession. Thus, the findings of facts and data in the analysis of this study increasingly support the previous findings regarding the existence of a strong relationship between Principal Supervision on Job Satisfaction either directly or indirectly. It can be concluded that the Principal Supervision provides a positive contribution that significantly affects Job Satisfaction.

### **Implications of the Study**

The results of the study conclude that all four predictors-Classroom Observation, Portfolio Supervision, Identifying the Strengths and Limitations of Teachers in the Classroom, and Designing Various Interventions to Assist Teachers to Reduce their Limitations jointly impact teachers' job satisfaction, but the best predictor is the latter. Also, the following implications were drawn:

1. School heads' instructional supervision is encouraged to influence teachers' job satisfaction; thus, regular supervision is necessary.
2. Teachers' job satisfaction increases when they are given support and attention in terms of providing them with the necessary interventions to assist them in reducing their limitations.
3. Teachers are not comfortable with classroom observation. Results show that job satisfaction decreases when classroom observation increases. Although this may decrease job satisfaction, this supervision practice is a must for school heads to ensure that quality education is delivered among the learners.
4. Teachers are satisfied when they learn new skills to address their limitations and weaknesses. Designing intervention in reducing teachers' instructional limitations contributes to the job satisfaction of teachers.

### **Recommendations**

Based on the findings and conclusions, the following recommendations were offered:

1. As findings of the study revealed that school heads' designing interventions to reduce teachers' instructional limitations have an impact on teachers' job satisfaction, it is highly recommended that school heads initiate training and workshop to increase teachers' professional growth; facilitate teachers to select and develop instructional materials; support teachers to conduct action research; provide opportunities for teachers to showcase their skills and maximize their potentials as these types of interventions add up to their level of job satisfaction.

2. For effective teaching and learning, and to ensure the teacher's job satisfaction at the workplace, the school heads may look at all possible factors that may contribute to the teacher's level of job satisfaction. Instructional supervision must be done to maintain the working conditions of teachers for them to feel that they are the best teachers in the profession.
3. School heads may maximize their concern over the welfare of their teachers to influence positive working climate in the workplace.
4. This study may provide significant information for future researchers in understanding the impacts of school heads' instructional supervision on teachers' job satisfaction. Lastly, further research may be done to know more about other factors that may affect job satisfaction among teachers.

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