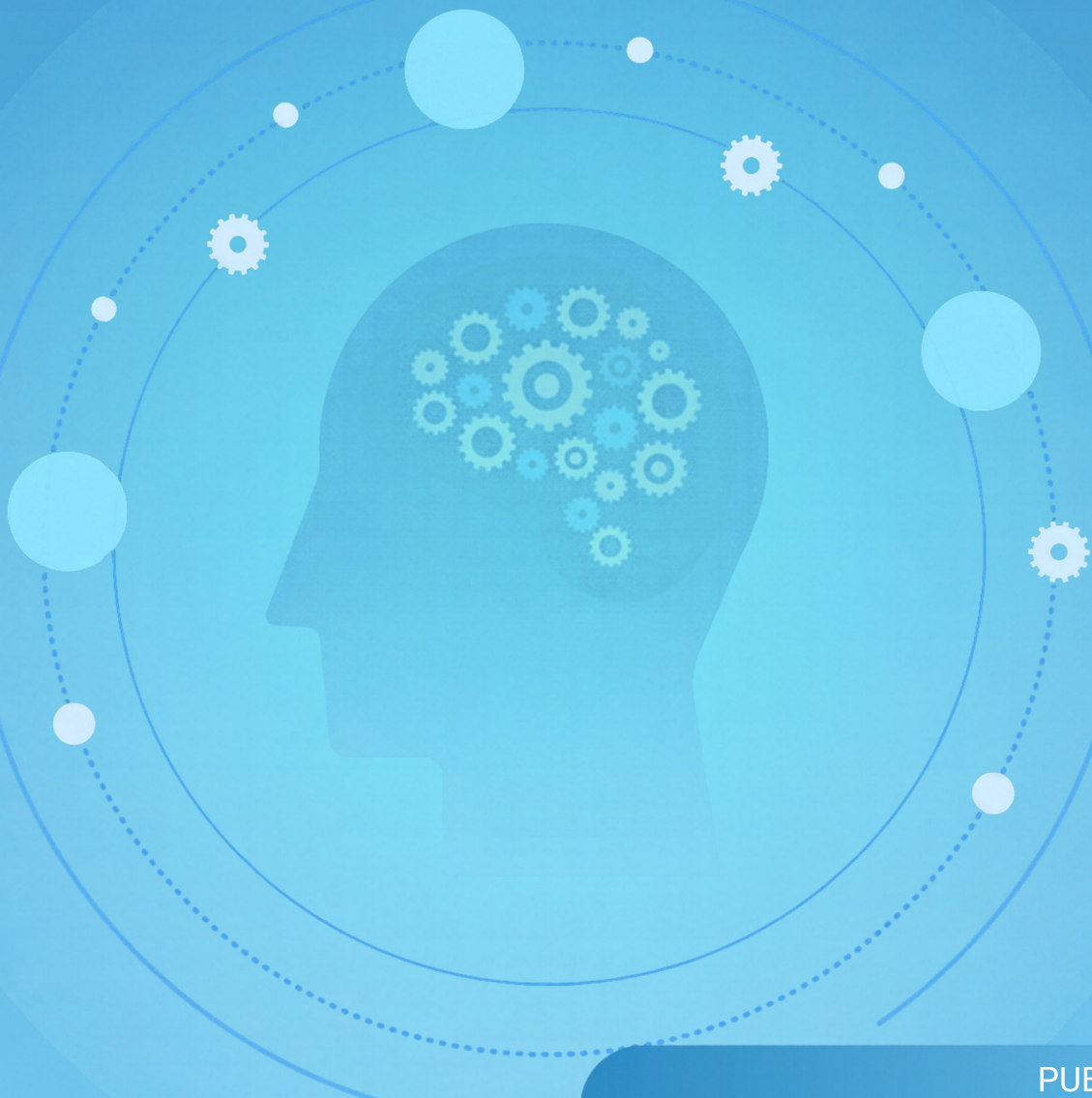




American Journal of Arts and Human Science (AJAHS)

ISSN: 2832-451X (ONLINE)

VOLUME 5 ISSUE 4 (2026)



PUBLISHED BY
E-PALLI PUBLISHERS, DELAWARE, USA

School Heads' Instructional Leadership Practices and Teachers' Work Satisfaction in Select Districts of Bukidnon

Jess Mar Z. Lloren^{1*}, Estrella S. Fernal¹, Gerlinda G. Corpuz¹, Braziel L. Ongcachuy¹, Jovit D. Comon¹

Article Information

Received: August 11, 2026

Accepted: October 22, 2026

Published: October 28, 2026

Keywords

*Instructional Leadership Practices,
Teachers' Work Satisfaction*

ABSTRACT

School heads' leadership practices, such as how they set direction, support instruction, and build trust, are consistently linked to teachers' work satisfaction, which in turn shapes motivation, commitment, and retention. The main objective of this study was to determine the School Heads' Instructional Leadership Practices and Teachers' Work Satisfaction in selected districts of the Division of Bukidnon during the School Year 2026–2027. Specifically, this aimed to find out the level of respondents' perception of school heads' instructional leadership practices; ascertain the level of work satisfaction in terms of the motivator factor; and determine whether a relationship exists between school heads' instructional leadership practices and teachers' work satisfaction in terms of the hygiene factor and as well as motivator factor. The study used a descriptive-correlational design and included two hundred five (205) Key Stage 2 teachers selected through universal sampling. Data were collected using a researcher-made questionnaire and analyzed using weighted mean, Pearson correlation, and multiple regression. Findings showed that instructional leadership was highly practiced, especially in aligning the school vision. Teachers also reported high job satisfaction in both hygiene and motivator factors. Instructional leadership was positively related to teachers' work satisfaction. It also significantly predicted work satisfaction, with school vision alignment being the strongest predictor. It is concluded that instructional leadership is most effective when school heads ensure that the school's mission and academic goals are perfectly aligned with the school-wide program and the current DepEd curriculum standards. School heads should improve teamwork, teaching, resource use, staff training, recognition, and the school environment.

INTRODUCTION

Background of the Study

Although there are several studies examining instructional leadership, teachers' work satisfaction, and their relationship. There were limited studies in the Division of Bukidnon. Leadership shapes the school environment, while teacher satisfaction is also important. Therefore, this study was conducted. School heads guide teachers and support learning. However, poor supervision and heavy workloads can lower teacher morale. Abio (2026) noted that administrative tasks can limit the positive effects of leadership. Thus, work pressure may reduce teacher satisfaction despite good leadership.

School heads, such as principals and head teachers, lead and manage schools to achieve their goals. Leadership affects school success. According to Ulit (2025), instructional leadership improves teaching and student performance. Teachers feel supported when school heads guide them, but poor supervision can lower their motivation. Therefore, school heads should provide guidance, feedback, and teamwork to help teachers improve student learning. This leadership gap is seen in global and regional studies on teacher retention and workplace conditions. Recent OECD TALIS findings and 2024 reports show that leadership affects teachers' decisions to stay in the profession. In areas with high

teacher turnover, nearly 40% of teachers say that poor leadership and lack of recognition make them dissatisfied with their jobs.

Furthermore, a 2023 study found that schools with shared leadership had 15% higher teacher satisfaction than schools with strict top-down management. These statistics show that good school leadership is necessary to keep teachers satisfied and committed to their work. Republic Act 9155 says school heads must help students learn by managing the school, evaluating teachers, and maintaining discipline. Leadership helps guide and motivate employees to achieve school goals and is important to the school's success (Teame *et al.*, 2022).

Instructional leadership focuses on teaching and learning when making school decisions (Gumus *et al.*, 2021). Gading (2024) stated that a clear school vision improves teacher performance and student achievement. Aureada (2021) added that school heads guide learning, supervise teachers, monitor student progress, and maintain a positive learning environment.

LITERATURE REVIEW

This section provides literature and related studies from sources relevant to the study. It covers instructional leadership practices and teachers' job satisfaction with supervision and working conditions.

¹ PHINMA Cagayan de Oro College, Philippines

* Corresponding author's email: jezu.lloren.coc@phinmaed.com

Instructional Leadership Practices

Instructional leadership helps improve schools by guiding teaching and learning. According to Abio (2026), it follows national standards and improves teaching methods, tests, and school programs. Lincuna and Caingcoy (2020) found that public school leaders support teachers, improve teaching methods, and adjust school programs to address challenges and improve learning. Amoni *et al.* (2025) emphasized that strategic alignment promotes consistency among organizational goals, communication, and decision-making. Prayoonvong and Limwongthong (2026) stated that alignment improves school effectiveness by connecting goals, stakeholder involvement, and available resources. Effective school leadership requires using data to improve teaching and supporting teacher teamwork and learning (Prestoza & Naldoza, 2025). When school heads monitor student progress and create a positive learning environment, they improve teaching quality and support long-term school success.

School Vision Alignment Practices

Aquino and Revano (2026) found that aligning the school's VMGO with supervision improved teacher accountability and student outcomes. Manucdoc *et al.* (2026) found that a shared vision strengthened teacher teamwork and school performance. Clear roles for teachers and supervisors also helped schools achieve their goals. Prayoonvong and Limwongthong (2026) studied digital transformation in Thai small and medium-sized businesses. Their findings show that instructional leaders must match the school's goals with its needs and resources. All successful cases (100%) used technology through teamwork. This means school leaders should set clear goals and ensure that programs fit the school's resources and teachers' skills. Santos *et al.* (2023) found that aligning subjects improved teacher teamwork but was limited by workload and lack of resources. Respicio *et al.* (2026) found that aligned assessments measure students' learning, while poor alignment causes confusion. Delos Reyes *et al.* (2025) found that teacher involvement improves morale, while top-down decisions cause stress. Abad *et al.* (2024) explained that school heads help align the curriculum with DepEd standards, but limited teacher training remains a problem.

The research further points out that successful alignment is an ongoing process that requires flexibility. Prayoonvong and Limwongthong (2026) found that 91.7% of successful leaders had a clear vision and adapted to changes. For school heads, this means keeping a clear school mission while responding to community needs and helping everyone work toward academic goals. Respicio *et al.* (2026) agree that aligning assessments with competencies helps measure students' knowledge, skills, and attitudes. Poor alignment confuses students and limits critical thinking. Aligning subjects also helps teachers share strategies, avoid repeated lessons, save time, and improve student learning and teamwork.

Furthermore, this finding is supported by Abad *et al.* (2024), who stated that school heads help align the curriculum with DepEd standards and the school vision. This improves teaching but may be limited by a lack of teacher training. Likewise, Santos (2023) explained that aligning subjects improves teacher teamwork, avoids repeated content, and connects the school vision to classroom teaching.

Finally, school vision alignment practices serve as a moderating force that adapts leadership enactment to the specific organizational and cultural context. Amoni *et al.* (2025) explain that good planning and teamwork help schools meet community needs. Clear communication and proper use of resources can improve school performance, student learning, and teacher satisfaction.

Managing Instructional Program

Managing the instructional program means guiding and monitoring teaching and learning. School heads ensure that teachers follow the curriculum and teach effectively. Palazzo (2026) found that this leadership practice is linked to higher teacher competence in public elementary schools in Rizal District. This shows that active school leadership improves teachers' skills and effectiveness (Palazzo, 2026).

Cowas *et al.* (2026) showed that instructional program management under school-based management improved teacher productivity and morale. Better alignment of instructional styles with supervision reduced stress and enhanced working conditions. Abio (2026) also found that school heads plan and check school activities and solve problems through teamwork and training. Cowas *et al.* (2026) found that school management and teaching styles affect teachers' work. Villanueva (2026) found that school heads find it hard to balance work and family, but sharing tasks, managing time, and getting support help them.

Managing the instructional program helps improve teaching and student learning. School heads guide teachers, check lessons, and help improve teaching methods to meet school goals (Hallinger, 2026; Palazzo, 2026). School heads should guide teachers in using local lessons to improve students' understanding, motivation, and participation (Dahinog *et al.*, 2025; Montero & Geducos, 2022). However, teachers may lack training and learning materials. Good school management helps improve education and supports SDG 4. Palazzo (2026) stated that school heads help teachers through training and classroom observations. Tran (2025) added that school heads maintain teaching quality by checking lessons and managing the curriculum.

Promoting Positive School Learning Climate

The Hallinger Model highlights the importance of a positive school environment. Palazzo (2026) states that school heads can improve teacher performance by supporting teachers, providing training, and maintaining student discipline. These actions help teachers feel

valued and improve their teaching skills. With the same line, Mejica (2025) found that instructional leadership builds a positive school culture through support, conflict management, rewards, and good communication. Cruz (2024) found that a positive school environment improves student engagement and academic performance. Supportive teacher-student relationships and clear values reduced absenteeism and increased morale.

Ramos *et al.* (2024) noted that high responsibility loads without proper balance negatively affected both physical health (sleep deprivation, hypertension) and mental health (stress, anxiety). Family-friendly policies and flexible schedules improved teachers' well-being. Santos (2026) found that leadership and paperwork increased stress when support was lacking. A positive school environment and fair task distribution reduced health risks and helped teachers stay.

Dela Peña (2025) emphasized that timely, respectful, and specific feedback improved teacher instructional strategies and classroom management. Teachers were more satisfied when feedback was supportive rather than critical. Abio (2026) found that constructive feedback, mentoring, and Learning Action Cells improved teachers' morale, growth, and teamwork while reducing resistance to supervision.

Springer (2026) showed that positive school climate and manageable workload were strongly correlated with teacher satisfaction. Johnson *et al.* (2026) found that shared goals and supportive supervision improve working conditions. When school values do not match actual practices, working conditions suffer. Alignment promotes safety, teamwork, and better workload management.

Motivator Factor

Professional Growth

In the modern educational landscape, the intrinsic motivation of faculty members is increasingly tied to the availability of opportunities for advancement and skill development. Dmour *et al.* (2026) stated that professional growth, independence, and recognition improve job satisfaction more than external factors. Herzberg's Two-Factor Theory also highlights professional growth as important for long-term teacher engagement, especially as technology changes their work. Dmour *et al.* (2026) argue that when educational institutions prioritize professional growth through digital platforms and specialized training, they amplify the intrinsic rewards of the teaching profession, leading to higher levels of faculty commitment and performance.

Sypniewska *et al.* (2023) stated that employee workplace well-being, development, and retention significantly increase work engagement, which in turn leads to higher job satisfaction. The American Psychological Association (2024) found that most U.S. workers are satisfied with their jobs when they feel safe at work. However, 15% reported toxic workplaces that lowered their job satisfaction.

Orit (2025) found that personalized continuing professional learning (PCPL) frameworks integrating self-

assessment, reflective practice, and digital tools fostered adaptability, interdisciplinary collaboration, and sustained teacher growth. Makhmetova *et al.* (2025) found that workshops improved teachers' skills, while mentoring and peer support helped them learn through practice. Combining both methods provided the best results.

Recognition

According to Herzberg's Two-Factor Theory, employee performance and job satisfaction are primarily driven by intrinsic motivators rather than external rewards alone. Ginting (2026) explains that salary and working conditions help prevent job dissatisfaction but may not encourage long-term commitment. Instead, personal growth and meaningful work motivate employees to perform better and achieve organizational goals.

Recognition is an important factor in job satisfaction. Ginting (2026) explains that it means acknowledging employees' efforts and achievements. When leaders value their hard work, employees feel appreciated and become more satisfied with their jobs. Without recognition, even skilled employees may lose motivation because they feel unappreciated.

Pascual (2026) Recognition (respect, appreciation, support) was strongly linked to higher instructional effectiveness. Consistent recognition increased teachers' commitment, confidence, and teamwork. Teacher recognition also improved students' well-being and class participation (Zhang & Yang, 2026). Positive teacher-student relationships fostered resilience and motivation. Dela Cruz *et al.* (2025) found that teachers reported higher job satisfaction when school leaders respected their contributions, encouraged autonomy, and valued their professional judgment. Respect was linked to reduced burnout and stronger collaboration. Likewise, Robles *et al.* (2025) noted that transformational leaders who respected teacher input and encouraged shared decision-making enhanced teacher empowerment and instructional innovation.

Achievement

In the context of organizational psychology and educational leadership, achievement serves as a core motivator that drives individuals toward excellence and professional fulfillment. According to Herzberg's Two-Factor Theory, achievement motivates people when they complete tasks, reach goals, and overcome challenges (Nickerson, 2025). For teachers, this includes seeing student progress and improving their teaching skills. These successes can strengthen their professional identity and commitment to the school.

Robles and Torres (2025) found that teachers with great professional pride were more open to new teaching methods and student-centered learning. Ramos and Villanueva (2024) found that student success, new ideas, and leadership roles improve teachers' motivation and job satisfaction.

Abio (2026) found that supervisors helped teachers apply

for CHED and DepEd scholarships while managing their work and studies. Mejica (2025) found that mentoring, monitoring, and guidance helped teachers complete graduate studies, advance their careers, and take on leadership roles. The significance of achievement as a driver of behavior is further highlighted in recent research examining high-stakes academic environments. Delos Arcos *et al.* (2026) explored the relationship between motivational orientations and academic achievement, noting that while external pressures, such as institutional expectations and career benefits, often dictate behaviors, students and professionals alike maintain a strong intrinsic value for mastery and successful outcomes. Their findings show that the desire to achieve goals motivates people, and personal growth remains important even when success is measured by others (Delos Arcos *et al.*, 2026). Teachers feel a sense of achievement when school leaders set clear goals, high standards, and provide a good work environment (Hallinger, 2026). Achieving goals gives teachers motivation to keep improving. Unlike factors that only prevent dissatisfaction, success and recognition increase job satisfaction and give teachers a stronger sense of purpose (Nickerson, 2025). According to Ashayati *et al.* (2026), the work motivation of educational personnel is significantly shaped by motivator factors, with achievement serving as a primary driver for internal drive and professional engagement. When staff members successfully complete complex administrative tasks or contribute to the academic success of their institution, they experience a sense of accomplishment that transcends external rewards. This internal satisfaction reinforces their commitment to the organization and encourages a higher level of performance, as the psychological reward of reaching a goal becomes a self-sustaining source of energy.

Hygiene Factor Supervision

The role of supervision as an extrinsic hygiene factor is critical in preventing decay within an organization, whether that decay is physical, as in dental health, or professional, as in teacher job satisfaction. According to Herzberg's Two-Factor Theory, hygiene factors do not necessarily motivate individuals toward higher performance on their own, but their absence or inadequacy leads to significant dissatisfaction (Nickerson, 2025). Supervision is an important factor in the workplace because it provides guidance and support. Poor supervision can lower work quality and employee morale.

Villanueva (2025) found that tracking textbooks and devices helped reduce shortages, prevent losses, and ensure fair access to learning materials. Dizon (2024) stated that proper textbook distribution ensures fairness among grade levels. Tracking mechanisms (logbooks, barcoding, and digital records) minimized misuse and improved transparency.

Hodžić *et al.* (2026) emphasized that supervision is the key role in the development of effective daily habits

and the prevention of negative outcomes. In their study of six-year-old children, they found that when parental supervision of hygiene practices was inconsistent or delayed, the subjects exhibited suboptimal outcomes. This finding mirrors the educational setting, where a lack of consistent instructional supervision by school heads can lead to a decline in teaching quality and a rise in teacher frustration. Similarly, Hudays *et al.* (2024) found that clinical supervision significantly improves nurses' job satisfaction, reduces burnout, and enhances care quality. Positive effects were most evident after six months of consistent supervision.

Working Condition

In the framework of Herzberg's Two-Factor Theory, hygiene factors serve as the essential foundation of the professional environment, acting as extrinsic elements that prevent workplace dissatisfaction. Working conditions affect how employees feel about their workplace. Dagno *et al.* (2025) explain that these include workplace safety, comfort, and resources. Poor working conditions can lower job satisfaction and make employees leave. In Bukidnon, a comfortable and well-maintained workplace helps keep employees in their jobs (Dagno *et al.*, 2025).

Villanueva (2026) found that poor facilities, limited teaching materials, and crowded classrooms harmed teachers' physical and mental health. Supportive leaders improved teachers' morale. Similarly, Abad (2026) found that training, mentoring, and recognition helped teachers stay productive despite poor working conditions.

Dela Cruz (2025) found that supportive working conditions (adequate resources, manageable class sizes, administrative support) were strongly correlated with teacher job satisfaction. Poor conditions led to burnout and attrition. Similarly, Mulatu *et al.* (2026) highlighted that adequate facilities, infrastructure, and workplace resources contribute to employee well-being and productivity.

The significance of working conditions as a hygiene factor lies in its ability to satisfy the basic needs of the employee. When school heads or managers ensure a conducive environment, they are effectively mitigating the risks of burnout and frustration. Dagno *et al.* (2025) highlight that although working conditions may have a slightly smaller statistical effect compared to salary and interpersonal relationships, they remain a crucial component of a strategic approach to employee retention. Good working conditions help teachers do their jobs effectively. Schools that provide a safe and supportive workplace can improve teachers' commitment and encourage them to stay in their jobs (Dagno *et al.*, 2025).

Theoretical Framework

This study was anchored on the Hallinger Model of Instructional Leadership, developed by Philip Hallinger (1980s) and further discussed in Hallinger's (2026) contemporary reflection, "Six Pivot Points in the Evolution of Instructional Leadership Research and

Practice, 1960–2025.” The model explains instructional leadership through the school head’s role in defining the school mission, managing the instructional program, and promoting a positive school learning climate. It emphasizes that instructional leadership extends beyond administrative responsibilities and involves aligning school goals with classroom practice, supporting instruction, and creating conditions conducive to teaching and learning. In this study, the Hallinger Model served as the theoretical anchor for the independent variable, school heads’ instructional leadership practices, specifically through school vision alignment practices, managing instructional program, and promoting positive school learning climate. These dimensions were used to assess how respondents perceived the instructional leadership practices demonstrated by their school heads.

The study was also based on Herzberg’s Two-Factor Theory (1959). As explained by Nickerson (2025), job satisfaction depends on two factors: hygiene factors, which prevent dissatisfaction, and motivators, which increase job satisfaction and motivation. In this study, the theory explains teachers’ job satisfaction through hygiene factors (supervision and working conditions) and motivators (professional growth, recognition, and achievement).

These two theories helped explain the relationship between school heads’ instructional leadership and teachers’ job satisfaction. Hallinger’s Model explained leadership practices, while Herzberg’s Theory explained teachers’ job satisfaction. Thus, the two frameworks anchored the study in determining whether school heads’ instructional leadership practices were significantly related to teachers’ satisfaction in terms of hygiene and motivator factors and which instructional leadership practices predicted teachers’ work satisfaction.

Conceptual Framework

This study looked into the relationship between school heads’ instructional leadership practices and teachers’ work satisfaction. The study examines school heads’ leadership in setting the school vision, managing programs, and creating a positive learning environment. It also looks at teachers’ job satisfaction in terms of supervision, working conditions, growth, recognition, and achievement.

The independent variable, School Heads’ Instructional Leadership Practices, focused on school management based on the Hallinger Model and Hallinger’s (2026) ideas on modern leadership. This variable was measured through setting goals, monitoring teaching, and creating a positive learning environment. Effective leadership improves supervision, working conditions, and teacher motivation and satisfaction.

The dependent variables in this study were based on Herzberg’s Two-Factor Theory, as discussed by Nickerson (2025), and the framework of Tiquel, Galon, and Colanggo (2022), which groups teachers’ work satisfaction into Extrinsic and Intrinsic factors. The first distinct dimension

is Teachers’ Work Satisfaction (Hygiene Factor), which focuses on the work environment, including supervision and working conditions. Supervision refers to the school head’s guidance and support, while working conditions refer to the school’s physical and social environment. Poor supervision and working conditions can cause job dissatisfaction. Measuring these factors helps determine if school heads reduce teachers’ work-related stress.

The second dimension of the dependent variable represents Teachers’ Work Satisfaction (Motivator Factor), focusing on factors that support teachers’ growth and job satisfaction. This dimension includes professional growth, recognition, and achievement. These factors help teachers improve their skills, feel valued, and take pride in their work. According to Herzberg’s Theory, they motivate teachers to perform well and stay committed to their school.

Statement of the Problem

The study attempted to determine the school heads’ instructional leadership practices and teachers’ work satisfaction in select districts of the Division of Bukidnon during the School Year 2026–2027.

It specifically answered the following questions:

1. What is the level of respondents’ perceived school heads’ instructional leadership practices in terms of school vision alignment practices, managing instructional program and promoting positive school learning climate?
2. What is the respondents’ level of work satisfaction in terms of the hygiene factor as to supervision and working condition?
3. What is the respondents’ level of work satisfaction with regard to motivator factor as to professional growth, recognition, and achievement?
4. Is there a significant relationship between the respondents’ perceived school heads’ instructional leadership practices and their work satisfaction in terms of hygiene factors?
5. Is there a significant relationship between the respondents’ perceived school heads’ instructional leadership practices and their work satisfaction in terms of motivator factors?
6. Which of the school heads’ instructional leadership practices predict teachers’ work satisfaction?

Scope and Limitations

This study focused on school heads’ instructional leadership practices and the teachers’ work satisfaction in select districts of the Division of Bukidnon during the School Year 2025- 2026. The respondents are 205 teachers from the two districts. Impasugong District I has 120 Key Stage 2 teachers (Grades 4–6), while Impasugong District II has 28 teachers from the same grade levels. Finally, Manolo Fortich District III is represented by all Key Stage 2 teachers (teaching Grades 4- 6) from the whole district, contributing 57 respondents. The independent variables are limited only to the school heads instructional leadership practices, which include

school vision alignment practices, managing instructional program, promoting positive school learning climate. Moreover, teacher job satisfaction is limited to two main factors: motivator (intrinsic factor), which includes professional growth, recognition, and achievement; and hygiene (extrinsic factor), which includes supervision and working conditions.

MATERIALS AND METHODS

This section presents the methods and procedures used in the study, including the research design, study setting, research respondents, research instrument, validation of the instrument, data gathering procedure, statistical treatment of data, and ethical considerations of the study.

Research Design

This study employed a descriptive-correlational method of research. It was descriptive because it described leadership practices and job satisfaction, and correlational because it examined the relationship between the variables. This type of research described the characteristics of a population or subject. By collecting data, descriptive research helped the researcher understand the issue and provided information for future studies. In this study, descriptive research was employed using a questionnaire to gather information from the respondents.

Study Setting

The research was conducted within the strategically located municipalities of Impasugong and Manolo Fortich, both of which fell under the administrative jurisdiction of the Division of Bukidnon. These areas were characterized by a diverse educational landscape, ranging from medium-sized to large-scale schools. These institutions served as vital educational hubs for the local communities, providing a rich environment for examining the interplay between instructional leadership and teacher satisfaction within the context of the province's unique highland socio-economic setting.

In the municipality of Impasugong, the study specifically focused on two districts, namely Impasugong I and Impasugong II. The study focused on Key Stage 2 teachers (teachers handling Grades 4–6). These schools represented established educational centers within the district's primary corridors.

Furthermore, the study extended to Manolo Fortich, specifically targeting the Key Stage 2 teachers in Manolo Fortich District III. As Manolo Fortich was a key agricultural and industrial hub in Bukidnon, these schools operated within a high-activity district, providing a necessary contrast to the settings in Impasugong. By involving schools from both municipalities, the study ensured a comprehensive representation of the Division of Bukidnon's educational climate, encompassing different school sizes and community demographics.

Research Respondents and Sampling Technique

The respondents of the study were the two hundred

five (205) Key Stage 2 public elementary school teachers in Impasugong 1 and 2 districts and Manolo Fortich 3 District, Division of Bukidnon. These teachers are currently working in the districts and division mentioned above. The study employed a universal sampling technique, where all teachers in the population were included as respondents. Specifically, the population consisted of key stage teachers, totaling two hundred five (205) teachers, and since the entire group was studied, no further sampling method was necessary.

Research Instrument

Part I dealt with the assessment of School Heads' Instructional Leadership Practices across three domains: school vision alignment practices, managing the instructional program, and promoting positive school learning climate. The indicators under these three domains were patterned and modified from the Hallinger Model of Instructional Leadership (1980). Part I consisted of 21 indicators, with 7 indicators for each domain. The response options were 4 – Strongly Agree, 3 – Agree, 2 – Disagree, and 1 – Strongly Disagree.

Part II-A measured teachers' work satisfaction in terms of hygiene factors, specifically supervision and working conditions. The indicators were patterned and modified from the study of Tiquel, Galon, and Colanggo (2022) titled "Teachers' Work Satisfaction Level Analysis of the New Normal." They were anchored on Herzberg's Two-Factor Theory, as discussed by Nickerson (2025). Part II-A consisted of 14 indicators, with 7 indicators for supervision and 7 indicators for working conditions.

Part II-B measured teachers' work satisfaction in terms of motivator factors, specifically professional growth, recognition, and achievement. The indicators were likewise patterned and modified from the same source mentioned above. Part II-B consisted of 21 indicators, with 7 indicators for each motivator dimension. For both Part II-A and Part II-B, the response options were 4 – Strongly Agree, 3 – Agree, 2 – Disagree, and 1 – Strongly Disagree.

Validity and Reliability of Instrument

To ensure the validity and reliability of the research instrument, the questionnaire was subjected to expert validation. The panel of validators consisted of a Master Teacher and a Doctor of Education, a school principal with a Master's degree, and a Doctor in Education specializing in English. The validators provided few comments and recommendations on items that required refinement. These suggestions were carefully revised and incorporated by the researcher, resulting in the finalized questionnaire with improved clarity and content quality.

Following the validation process, the instrument was pilot-tested with 30 teachers from Impasugong II District in April 2026. These participants possessed characteristics similar to those of the target respondents but were not included in the actual study. The pilot test

provided valuable feedback that helped further refine the instrument. Based on the validators' comments and recommendations, the questionnaire was carefully revised and improved to enhance its clarity, relevance, and content validity.

The reliability analysis of the questionnaire revealed an exceptional level of internal consistency, with a Cronbach's Alpha coefficient of 0.96. This result indicates excellent reliability, demonstrating that the items consistently measured their intended contents across the study variables. Based on the reliability interpretations, a Cronbach's alpha coefficient was obtained.

Statistical Treatment

Having collected and recorded the data gathered in the study, the researcher used the following statistical tools: weighted mean and standard deviation were used to answer Problems 1, 2, and 3 and to describe the respondents' perceptions of school heads' instructional leadership practices and teachers' work satisfaction in terms of hygiene and motivator factors.

The Pearson Product-Moment Correlation Coefficient (Pearson r) was employed to address Problem 4, which sought to determine the significant relationship between school heads' instructional leadership practices and teachers' work satisfaction in terms of hygiene and motivator factors.

Lastly, multiple regression analysis was employed to address Problem 5, which sought to determine which among the school heads' instructional leadership practices significantly predicted teachers' work satisfaction in terms of hygiene and motivator factors.

Ethical Considerations

The respondents were informed about the purpose, procedures, and content of the survey questionnaire. They were given sufficient time to decide whether to participate and to complete the questionnaire. Participation in the study was entirely voluntary, and respondents were neither

forced or pressured to participate. Prior to participation, the respondents were informed about how their personal information would be collected, used, scored, and protected. Confidentiality and privacy were maintained throughout the conduct of the study.

The study involved only minimal risk. Some questions might have caused slight discomfort, stress, or uneasiness among the respondents. Should this occur, respondents were free to skip any questions, discontinue their participation, or withdraw from the study at any time. Furthermore, the study did not involve any procedure or activities that could cause physical, psychological, or emotional harm to participants. Ethical clearance was obtained prior to the conduct of the study. Approval was granted by the relevant ethics review committee. The study was conducted in accordance with applicable ethical guidelines, with measures taken to protect participants' privacy and confidentiality.

RESULTS AND DISCUSSION

This part presents the results and discussion on school heads' Instructional Leadership Practices and teachers' Work Satisfaction. The data were presented in tabular form for better appreciation and interpretation.

Results

Problem 1: What is the level of respondents' perceived school head's instructional leadership practices in terms of school vision alignment practices, managing instructional program and promoting a positive school learning climate?

Table 1 reveals that the respondents' perceived school heads' instructional leadership practices have an overall mean of 3.67 (SD = 0.35), interpreted as Highly Practiced. This means that teachers rate their school heads' instructional leadership practices as consistently and frequently demonstrated across the items measured. On a four-point scale, 3.67 sits between the "Practiced" and "Highly Practiced" anchors and falls within the

Table 1: Summary of the Respondents' Perceived School Heads' Instructional Leadership Practices

Variable	Means	SD	Interpretation
School Vision Alignment Practices	3.72	0.33	Highly Practiced
Managing Instructional Program	3.64	0.35	Highly Practiced
Promoting Positive School Climate	3.64	0.36	Highly Practiced
Overall	3.67	0.35	Highly Practiced

Legend:

3.26 - 4.00 Strongly Agree/ Highly Practiced 1.76 - 2.50 Disagree/ Slightly Practiced

2.51 - 3.25 Agree/ Practiced 1.00 - 1.75 Strongly Disagree/ Not Practiced

highly practiced range, meaning respondents perceive these behaviors as regularly evident in day-to-day school operations rather than occasional or exceptional. The rating falls within the highly practiced range and the standard deviation is small relative to the mean; teachers' perceptions are both favorable and tightly clustered. This implies that instructional leadership is a consistent organizational characteristic of these schools rather than an intermittent or teacher-dependent practice.

Abio (2026) found that teachers perceived instructional leadership practices, especially managing instructional programs, as highly practiced. This included supervision, curriculum adaptation, and program implementation, which contributed positively to teacher satisfaction. Furthermore, Aquino (2025) emphasized efficiency, adaptability, and continuous improvement in instructional program management, ensuring accreditation standards and student performance are among the best practiced. Amoni *et al.* (2025) emphasized that strategic alignment promotes consistency among organizational goals, communication, and decision-making.

Among the variables, school vision alignment practices obtained the highest mean of 3.72 (SD = 0.33), interpreted as Highly Practiced. This means that school heads effectively connect school goals and teaching activities. This implies that clear school goals help teachers work together toward common objectives.

Abad *et al.* (2024) found that school heads help match the curriculum with DepEd standards and the school vision, but limited teacher training is a challenge. Santos (2023) added that aligning subjects improves teamwork, avoids repeated lessons, and supports the school vision. Manucdoc *et al.* (2026) showed that instructional supervision aligned with shared vision improved teacher collaboration and school effectiveness. Role clarity among supervisors and teachers was essential for sustaining school vision alignment.

The variable managing instructional program obtained the lowest mean of 3.64 (SD = 0.35), interpreted as Very Good. This means that school heads managed teaching

well, but their performance was slightly lower than their school vision practices. This implies that supervision and teacher support need improvement. Respondents trusted school heads to guide teachers, organize programs, and manage learning activities, but these areas still need improvement.

Abio (2026) found that school heads led teachers through assessment, program planning, implementation, and supervision. They addressed challenges through mentoring and teamwork. Similarly, Cowas *et al.* (2026) found that leadership styles affected teacher productivity. Demonstrator and authority styles were more effective than the delegator style. Tran (2025) underscores the critical nature of this dimension, particularly in early childhood education settings where leadership practices are perceived as fundamental to school quality.

In addition, promoting positive school climate also obtained a lowest mean of 3.64 (SD = 0.36), interpreted as Highly Practiced. This means that school heads supported teaching and learning. It implies that teamwork and good relationships can improve the school environment. However, teachers still need better teamwork and more opportunities to learn and grow.

Mejica (2025) found that good leadership, communication, rewards, and conflict management create a positive school environment. Cruz (2024) found that a positive school climate improves student participation, grades, attendance, and morale. Similarly, Santos (2026) showed that responsibilities tied to instructional leadership and compliance tasks increased stress when unsupported. A positive school climate and equitable distribution of duties reduced health risks and promoted retention.

Problem 2: What is the respondents' level of work satisfaction in terms of the hygiene factor as to supervision and working conditions?

Table 2 reveals that the summary of respondents' level of work satisfaction obtaining an overall mean of 3.58 (SD= 0.32) interpreted as Highly Satisfied. This means that the respondents feel satisfied and positive about their work most of the time. It also means the workplace

Table 2: Summary of Respondents' Level of Work Satisfaction

Variable	Means	SD	Interpretation
Supervision	3.60	0.34	Highly Satisfied
Working Condition	3.56	0.29	Highly Satisfied
Overall	3.58	0.32	Highly Satisfied

Legend:

3.26 - 4.00 Strongly Agree/ Highly Satisfied 1.76 – 2.50 Disagree/ Slightly Satisfied

2.51 – 3.25 Agree/ Satisfied 1.00 – 1.75 Strongly Disagree/ Not Satisfied

is probably doing well in supporting and meeting the needs of its employees. It implies that the overall work environment and conditions are favorable, leading to a positive experience for the employees. This high level of satisfaction suggests that employees feel valued,

supported, and motivated, which can result in better job performance and commitment. Organization is likely successful in meeting employees' needs, which helps reduce stress, absenteeism, and turnover. Maintaining these positive factors is important to keep employees

engaged and the organization thriving.

Dela Cruz (2025) found that supportive working conditions (adequate resources, manageable class sizes, administrative support) were strongly correlated with teacher job satisfaction. Poor conditions led to burnout and attrition. Similarly, Mulatu *et al.* (2026) highlighted that adequate facilities, infrastructure, and workplace resources contribute to employee well-being and productivity. In the context of organizations in Bukidnon, empirical evidence suggests that a comfortable and well-maintained workplace is a fundamental requirement for a stable workforce (Dagno *et al.*, 2025).

The variable, supervision, obtained the highest mean of 3.60 (SD = 0.34), interpreted as Highly Satisfied. This means that teachers were highly satisfied with the supervision in their schools. Supportive supervision gives teachers guidance and help in doing their work. The teachers valued the support of their school heads. This implies that teachers see supervision as helpful guidance, not just monitoring.

Nickerson (2025) explained that supervision helps reduce workplace dissatisfaction. Ismuntania *et al.* (2026) also stated that effective supervision provides teachers with regular guidance and support. Tran (2025) highlights a common disparity in leadership enactment, noting that while school heads are often proficient in supervision and curriculum alignment, they may struggle with the

“monitoring of student progress” as a data-informed leadership practice.

On the other hand, the variable working condition obtained the lowest mean of 3.56 (SD = 0.29), interpreted as Strongly Agree. This means that the respondents remained highly satisfied with their working conditions despite obtaining a slightly lower rating than Supervision. This implies that favorable workplace conditions contribute to teachers’ comfort, well-being, and ability to carry out their responsibilities effectively.

Villanueva (2026) found that poor infrastructure, lack of teaching materials, and overcrowded classrooms negatively affected both physical and mental health. Supportive leadership and adequate resources improved teachers’ morale and resilience. Abad (2026) found that training, mentoring, and recognition helped teachers stay productive despite poor working conditions. Johnson *et al.* (2026) also identified that misalignment between cultural ideals and operational structures created poor working conditions.

Problem 3: What is the respondents’ level of work satisfaction with regard to motivator factor as to professional growth, recognition, and achievement?

Table 3 presents the respondents’ level of work satisfaction in terms of the motivator factor, with an overall mean of 3.48 (SD = 0.33) interpreted as Highly Satisfied. It means that teachers are highly satisfied with

Table 3: Summary of the Respondents' Level of Work Satisfaction in terms of the Motivator Factor

Variable	Means	SD	Interpretation
Professional Growth	3.44	0.35	Highly Satisfied
Recognition	3.52	0.28	Highly Satisfied
Achievement	3.47	0.37	Highly Satisfied
Overall	3.48	0.33	Highly Satisfied

Legend:

3.26 - 4.00 Strongly Agree/ Highly Satisfied 1.76 – 2.50 Disagree/ Slightly Satisfied

2.51 – 3.25 Agree/ Satisfied 1.00 – 1.75 Strongly Disagree/ Not Satisfied

their work, especially in terms of professional growth, recognition, and achievement. This implies that learning new skills, receiving recognition, and achieving goals help teachers feel satisfied with their jobs.

Dela Cruz (2025) found that achievement, recognition, and growth improved Filipino teachers’ morale more than salary and working conditions. Abio (2026) found that teacher independence and recognition encouraged teachers to try new teaching methods and improve their teaching. Similarly, Abad (2026) demonstrated that organizational support (professional development, mentoring, recognition systems) moderated the negative effects of poor working conditions. Teachers with strong support networks maintained higher productivity despite challenges.

Among the variables, Recognition obtained the highest mean of 3.52 (SD = 0.28), interpreted as Highly Satisfied. This means that teachers value appreciation for their work. It means that recognition improves teachers’ confidence and motivation. When teachers feel their efforts are valued, they are more likely to stay engaged and committed to their work. Regular appreciation can also encourage them to continue developing their skills and supporting their students.

Pascual (2026) found that teacher recognition improved teaching, confidence, commitment, and teamwork. Zhang and Yang (2026) found that teacher recognition and positive teacher-student relationships improved students’ well-being, engagement, and motivation. According to Ashayati *et al.* (2026), recognition is a core

component of motivator factors that arise from the interaction between an individual's internal drive and the professional acknowledgment they receive within their institution. Unlike hygiene factors, which merely prevent dissatisfaction, recognition acts as a proactive force that encourages staff to invest greater effort into their administrative and academic support roles.

On the contrary, the variable Professional Growth obtained the lowest mean of 3.44 (SD = 0.35) interpreted as Highly Satisfied. This means that teachers are satisfied with their growth opportunities, but this had the lowest rating. This implies that more training and career opportunities may improve satisfaction.

Orit (2025) found that personalized learning, self-

assessment, reflection, and digital tools helped teachers adapt, collaborate, and grow. Makhmetova *et al.* (2025) found that workshops improved skills, while mentoring and peer support encouraged practical learning. Combining both approaches provided the best results. Similarly, Nickerson (2025) explained that supportive supervision can reduce dissatisfaction when employees experience respect, fairness, and meaningful involvement in organizational matters.

Table 4 shows the summary of respondents' level of work satisfaction, with an overall mean of 3.53 (SD = 0.33), interpreted as Highly Satisfied. This relatively high mean score reflects that the majority of teachers perceive their work environment, leadership, and organizational

Table 4: Summary of Respondents' Level of Work Satisfaction

Variable	Means	SD	Interpretation
Hygiene Factor	3.58	0.32	Highly Satisfied
Motivator Factor	3.48	0.33	Highly Satisfied
Overall	3.53	0.33	Highly Satisfied

Legend:

3.26 - 4.00 Strongly Agree/ Highly Satisfied 1.76 – 2.50 Disagree/ Slightly Satisfied

2.51 – 3.25 Agree/ Satisfied 1.00 – 1.75 Strongly Disagree/ Not Satisfied

climate as supportive and fulfilling. This implies that the school has successfully established conditions that meet teachers' expectations, thereby fostering motivation, commitment, and professional fulfillment.

The findings agree with the results of Sypniewska *et al.* (2023), which stated that employee workplace well-being, development, and retention significantly increase work engagement, which in turn leads to higher job satisfaction. Similarly, the American Psychological Association (2024) found that most U.S. workers are satisfied with their jobs when they feel safe at work. However, 15% reported toxic workplaces that lowered job satisfaction. Dagno *et al.* (2025) emphasized that favorable working conditions can reduce workplace dissatisfaction and support teachers' overall satisfaction.

Further, work satisfaction in terms of hygiene factor obtained the highest mean of 3.58 (SD = 0.32), interpreted as Highly Satisfied. This means that teachers are satisfied with their workplace conditions and basic needs. This denotes that the organization provides a comfortable and fair workplace. It implies that good working conditions help reduce dissatisfaction and support teachers' motivation and growth. It implies that good working conditions help reduce dissatisfaction and support teachers' motivation and growth. A safe and well-equipped workplace allows teachers to focus on their responsibilities. Fair workloads and clear expectations can also reduce stress. Access to professional development helps teachers build their skills and confidence. When teachers feel supported, they are more likely to remain engaged and committed to their work.

The result agrees with Belacas (2026), who found that hygiene factors were highly rated and positively related to teachers' job satisfaction. Similarly, Wang *et al.* (2025) found a moderate positive relationship between hygiene factors and job satisfaction. These findings show that motivators increase job satisfaction, while hygiene factors help prevent dissatisfaction. Furthermore, Hodžić *et al.* (2026) noted that the adequacy of a hygiene factor is often dependent on the "awareness" and "knowledge" of the supervisor.

On the other hand, work satisfaction in terms of motivator factor obtained the lowest mean of 3.48 (SD= 0.33), interpreted also as Highly Satisfied. This means that teachers are satisfied with motivator factors, but these are rated lower than hygiene factors. This implies that these factors are viewed positively but still need improvement. Belacas (2026) found that recognition, achievement, responsibility, and career growth had a positive but weaker link to teachers' job satisfaction than hygiene factors. Marjerison *et al.* (2025) also found that recognition and achievement help keep employees in their jobs, especially in stressful workplaces. Ginting (2026) posits that among these intrinsic drivers, the systematic literature review highlights that motivators provide the necessary stimulation for employees to exceed standard expectations and commit to organizational goals.

Problem 4: Is there a significant relationship between the respondents' perceived school heads' instructional leadership practices and their work satisfaction in terms of hygiene factors?

Table 5 presents the results of the test on the relationship

between respondents' perceived school heads' satisfaction in terms of hygiene factors. instructional leadership practices and teachers' work School vision alignment practices and supervision

Table 5: Result of the Test on the Relationship Between Respondents' Perceived School Heads' Instructional Leadership Practices and Teachers' Work Satisfaction in terms of Hygiene Factors

School Heads Instructional Leadership Practices	Teachers' Work Satisfaction in terms of Hygiene Factor					
	Supervision		Working Condition		Overall	
	r	p	R	p	r	p
School Vision Alignment Practices	0.426	0.000	0.522	0.000	0.529	0.000
	S		S		S	
Managing Instructional Programs	0.438	0.000	0.318	0.000	0.447	0.000
	S		S		S	
Promoting Positive School Learning Climate	0.463	0.000	0.363	0.000	0.476	0.000
	S		S		S	

Legend: S- Significant NS- Not Significant

**0.80-1.00 (Very Strong); 0.60-0.79 (Strong); 0.40-0.59 (Moderate); 0.20-0.39 (Weak); 0.00-0.19 (Very Weak)

obtained a correlation coefficient of $r = 0.426$ with a p-value of 0.000, described as a moderately significant positive relationship. This means that higher levels of school vision alignment practices are associated with higher levels of teachers' work satisfaction in terms of supervision. It implies that clear direction, coordinated goals, and consistent expectations from school heads may contribute to teachers' positive experiences with supervisory support.

This finding is supported by Aquino and Revano (2026), who found that alignment of vision, mission, goals, and objectives (VMGO) strengthened supervisory practices, ensuring curriculum coherence and participatory governance. Supervisors who supported the school's VMGO improved teacher accountability and student outcomes. Manucdoc *et al.* (2026) found that clear roles and shared goals improved teacher teamwork and school performance. Santos *et al.* (2023) stressed that program alignment across subjects enhanced teacher collaboration and reduced duplication of content.

School vision alignment practices and working conditions obtained a correlation coefficient of $r = 0.522$ with a p-value of 0.000, described as a moderately significant positive relationship. It means that stronger school vision alignment practices are associated with greater teachers' work satisfaction in terms of working conditions. It implies that coordinated school objectives, clear responsibilities, and consistent communication may help teachers experience a more organized and supportive workplace.

Springer (2026) showed that a positive school climate and manageable workload were linked to higher teacher

satisfaction. Shared goals and supportive leaders helped improve teachers' work. Johnson *et al.* (2026) found that differences between school values and actual practices caused problems. When these matched, teachers felt safe, worked well together, and managed their workload better. Naldoza (2025) underscores that when school heads move beyond traditional management to actively monitor student progress and promote a positive instructional climate, as supported by the broader literature, they establish a strategic foundation that significantly enhances teaching quality and sustainable educational success.

Managing instructional programs and supervision obtained a correlation coefficient of $r = 0.438$ with a p-value of 0.000, described as a moderate significant positive relationship. This means that stronger management of instructional programs tends to go hand in hand with more effective supervision. However, the correlation does not prove that one causes the other. It implies that improving how instructional programs are managed may be associated with better supervision. However, because this is a correlation, it does not establish that better management causes better supervision.

Lincuna and Caingcoy (2020) and Abio (2026) stressed the importance of guiding and supporting teachers. Similarly, Villanueva (2026) found that school heads often face challenges balancing administrative responsibilities with family life. Effective delegation, time management, and supportive organizational culture were key to sustaining both roles. Furthermore, Mejica (2025) emphasized supportive environments, proactive conflict management, rewards for performance, and strong communication strategies. Principals shaped climate through visibility and

collaboration.

Furthermore, managing Instructional Programs and Working Conditions obtained a correlation coefficient of $r = 0.318$ with a p-value of 0.000, described as a weak significant positive relationship. It means that better management of instructional programs is linked to higher teacher satisfaction with their working conditions. This implies that teacher satisfaction may also depend on resources, facilities, workload, and other workplace conditions.

Mulatu *et al.* (2026) found that poor resource allocation may lead to a lack of school facilities. Cowas *et al.* (2026) found that good program management improved teachers' work and morale. Proper supervision also reduced stress and improved working conditions. Furthermore, Aquino (2025) emphasized efficiency, adaptability, and continuous improvement in instructional program management, ensuring accreditation standards and student performance are among the best practiced. Promoting positive school learning climate and supervision obtained a correlation coefficient of $r = 0.463$ with a p-value of 0.000, described as a moderate significant positive relationship. It means that a positive school climate is linked to higher teachers' satisfaction with supervision. It implies that teachers may view supervision more positively when school heads provide support, respect, and cooperation.

Penaso (2026) found that a positive classroom and good supervision improved students' social skills and participation. Cruz and Santos (2024) found that good supervision and a positive classroom improved students' participation, grades, attendance, and morale. According to the findings of Palazzo (2026), a positive school learning climate emerges as one of the most influential

factors in enhancing teacher competence. The study suggests that while managing instructional programs is important, the "soft" side of leadership, building a culture of collaboration and mutual respect, is what truly predicts a teacher's ability to meet professional standards. Promoting Positive School Learning Climate and Working Conditions obtained a correlation coefficient of $r = 0.363$ with a p-value of 0.000, described as a weak significant positive relationship. It means that a positive school climate is linked to higher teacher satisfaction with working conditions. This implies a positive school environment with respect, teamwork, and good relationships may improve teachers' satisfaction.

Mejica (2025) found that good school leadership improved school climate and working conditions. Penaso (2026) found that a positive classroom climate improved teacher engagement and reduced work stress. According to Puruwita *et al.* (2022), this dimension involves the school head's ability to foster a culture where high expectations are normalized and where both teachers and students feel a sense of security and professional belonging.

Problem 5: Is there a significant relationship between the respondents' perceived school heads' instructional leadership practices and their work satisfaction in terms of motivator factors?

Table 6 presents the results of the test on the relationship between respondents' perceived school heads' instructional leadership practices and teachers' work satisfaction in terms of motivator factors. School Vision Alignment Practices and Professional Growth. School vision alignment practices had a significant but weak relationship with Professional Growth ($r = 0.338$, $p = 0.000$). This means that teachers may grow professionally when their roles match the school's goals. It implies that

Table 6: Result of the Test on the Relationship Between Respondents' Perceived School Heads' Instructional Leadership Practices and Teachers' Work Satisfaction in terms of Motivator Factors

Perceived School Heads Instructional Leadership Practices	Teacher's Work Satisfaction In terms of Motivator Factor							
	Professional Growth		Recognition		Achievement		Overall	
	r	p	r	P	r	p	r	p
School Vision Alignment Practices	0.338	0.000	0.505	0.000	0.252	0.000	0.411	0.000
	S		S		S		S	
Managing Instructional Programs	0.422	0.000	0.401	0.000	0.438	0.000	0.490	0.000
	S		S		S		S	
Promoting Positive School Learning Climate	0.405	0.000	0.622	0.000	0.392	0.000	0.536	0.000
	S		S		S		S	

Legend: S- Significant NS- Not Significant

**0.80-1.00 (Very Strong); 0.60-0.79 (Strong); 0.40-0.59 (Moderate);

0.20-0.39 (Weak); 0.00-0.19 (Very Weak)

teachers are more likely to develop their skills and careers when their responsibilities support the school's mission and objectives.

Clear goals and responsibilities help teachers improve their skills. Dmour *et al.* (2026) found that good working conditions support teachers' growth and motivation. Abad and Villanueva (2024) also found that aligning the curriculum with DepEd standards and the school's vision helps teachers grow professionally. According to Dagno *et al.* (2025), working conditions encompass the safety, comfort, and adequacy of the environment where daily tasks are performed.

School Vision Alignment Practices and Recognition. School vision alignment practices had a moderate and significant relationship with recognition ($r = 0.505$, $p < 0.001$). This means teachers feel more satisfied with recognition when their work supports school goals and is appreciated. It implies that teachers feel more valued and satisfied when their efforts help the school achieve its goals and the school acknowledges their contributions. Ginting (2026) found that recognition improves teachers' motivation and job satisfaction. Villanueva (2025) also found that recognition from school leaders boosts teachers' morale and encourages them to stay. Similarly, Abad (2026) demonstrated that organizational support (professional development, mentoring, recognition systems) moderated the negative effects of poor working conditions. Teachers with strong support networks maintained higher productivity despite challenges.

School Vision Alignment Practices and Achievement had a significant but weak relationship with Achievement ($r = 0.252$, $p = 0.000$). This means that clear goals and duties may help teachers feel satisfied with their work. This implies that when teachers' work supports school goals and student learning, they may feel more valued. However, other factors also affect job satisfaction.

Amoni *et al.* (2025) and Delos Reyes and Tan (2025) found that clear goals, good communication, and teacher involvement can improve schools and student learning. Furthermore, Santos *et al.* (2023) emphasized that program alignment across subjects enhanced teacher collaboration and reduced duplication of content. Program alignment across subjects proved to be a powerful driver of collaboration among teachers.

Managing Instructional Programs and Professional Growth. Managing Instructional Programs had a significant moderate relationship with Professional Growth ($r = 0.422$, $p = 0.000$). This means that good program management helps teachers improve. It implies that when a program is well-planned, organized, and supported, teachers have better opportunities to develop their skills, strengthen their teaching practices, and improve student learning.

Planned activities, monitoring, teamwork, and continuous learning support teachers' growth (Dmour *et al.*, 2026; Ellaso *et al.*, 2026). According to Palazzo (2026), managing the instructional program involves the direct monitoring of classroom delivery and ensuring that the curriculum

is consistently implemented across all grade levels. Cowas *et al.* (2026) showed that instructional program management under school-based management improved teacher productivity and morale. Better alignment of instructional styles with supervision reduced stress and enhanced working conditions.

Managing Instructional Programs and Recognition. Managing Instructional Programs had a significant moderate relationship with Professional Growth ($r = 0.422$, $p < 0.001$). This means that good program management helps teachers grow through planned activities, monitoring, teamwork, and learning. This implies that teachers are more likely to improve when school programs are organized and supported. Planned activities, regular monitoring, teamwork, and opportunities to learn can help teachers strengthen their skills and provide better instruction.

According to Dmour *et al.* (2026), motivator factors such as professional growth, autonomy, and recognition exert a more profound influence on job satisfaction than extrinsic hygiene factors. Ginting (2026) explains that recognition involves the formal or informal acknowledgment of an employee's achievements and contributions to the organization. Pascual (2026) emphasized that recognition (respect, appreciation, support) was strongly linked to higher instructional effectiveness. Teachers reported stronger commitment, confidence, and collaboration when recognition was consistent.

Managing Instructional Programs and Achievement. Managing Instructional Programs had a significant moderate relationship with Achievement ($r = 0.438$, $p < 0.001$). This means that good program management helps teachers feel more satisfied with their achievements. This implies that when instructional programs are managed well, teachers receive clear goals, guidance, and support. As a result, they can see the progress they make and feel proud of their work. This sense of achievement can increase their job satisfaction and motivation.

Organized programs help teachers reach their goals. Ashayati *et al.* (2026) found that achievement improves motivation and job satisfaction. Cowas *et al.* (2026) found that good program management improves teachers' work and student performance. Teaching styles should also match the type of supervision. Furthermore, Aquino (2025) emphasized efficiency, adaptability, and continuous improvement in instructional program management, ensuring accreditation standards and student performance are among the best practices.

Promoting Positive School Learning Climate and Professional Growth had a significant relationship with professional growth, with $r = 0.405$ and $p = 0.000$, described as moderate. This means that promoting a positive school learning climate is moderately associated with teachers' professional growth. A positive school climate helps teachers grow, learn, and work together. Teachers can improve their teaching with support and encouragement. This implies that schools with a more positive learning climate tend to have greater

professional growth among teachers. Creating supportive, collaborative, and encouraging school environments may help teachers develop their skills. However, because the result shows a relationship rather than causation, it does not prove that a positive climate alone causes professional growth.

Penaso (2026) found that a positive classroom environment improves teacher engagement and teamwork. Dmour *et al.* (2026) also found that a supportive school environment helps teachers grow and stay active in their work. Naldoza (2025) underscores that when school heads move beyond traditional management to actively monitor student progress and promote a positive instructional climate, as supported by the broader literature, they establish a strategic foundation that significantly enhances teaching quality and sustainable educational success.

Promoting Positive School Learning Climate and Recognition. Promoting Positive School Learning Climate had a significant relationship with Recognition, with $r = 0.622$ and $p = 0.000$, described as strong. It shows that a supportive school helps teachers feel valued and recognized. Teachers feel more appreciated when their school respects and supports them.

Ellaso *et al.* (2026) found that support and teamwork help teachers improve. Ginting (2026) also found that recognition and feedback increase teachers' motivation and satisfaction. Similarly, Zhang and Yang (2026) Recognition of students by teachers improved psychological well-being and academic engagement.

Positive teacher–student relationships fostered resilience and motivation.

Promoting Positive School Learning Climate and Achievement. Promoting a positive school climate had a significant but weak relationship with achievement ($r = 0.392$, $p < 0.001$). This means that a supportive school environment may help teachers feel more successful in their work. However, other factors may also affect their achievement.

Cruz and Santos (2024) found that a positive school environment improves student participation and performance. Ashayati *et al.* (2026) linked teachers' achievement to their motivation and job satisfaction. Similarly, Lincuna and Caingcoy (2020), found that instructional leaders who consistently provide technical assistance, innovate instructional practices, and support teachers create conditions that enhance both instructional quality and teacher performance.

Problem 6 : Which of the school heads' instructional leadership practices predicts teachers' work satisfaction? Table 7 presents the results of the multiple linear regression analysis examining the influence of school heads' instructional leadership practices on teachers' work satisfaction. The regression model is significant ($F = 63.800$, $p < 0.001$), showing that school heads' instructional leadership predicts teachers' job satisfaction. Good leadership, proper program management, and a positive school environment help teachers feel satisfied with their jobs.

Table 7: Regression Analysis of School Heads' Instructional Leadership Practices as Predictors of Teachers' Work Satisfaction

Predictor	N	Unstandardized Coefficients (B)	Unstandardized Coefficients (Std. Error)	Standardized Coefficients (β)	t – value	p – value	Interpretation
(Constant)		1.078	0.178		6.042	0.000	Significant
School Vision Alignment Practices	205	0.257	0.042	0.333	6.070	0.000	Significant
Managing Instructional Program	205	0.195	0.042	0.273	4.634	0.000	Significant
Promoting Positive Learning Climate	205	0.215	0.040	0.309	5.353	0.000	Significant

Model Summary:

$R^2 = 0.488$; *Adjusted* $R^2 = 0.480$; $F - \text{value} = 63.800$; $p - \text{value} = 0.0000$; *interpretation = Significant*

This agrees with studies showing that effective leadership improves teacher performance, teaching quality, and school success (Abio, 2026; Lincuna & Caingcoy, 2020; Prestoza & Naldoza, 2025). Guiding teachers and

encouraging teamwork also improve job satisfaction (Prestoza & Naldoza, 2025). Leadership is the ability to influence the attitudes, beliefs, and abilities of employees to achieve organizational goals. It is crucial for the

success or failure of organizational performance (Teame *et al.*, 2022).

The coefficient of determination ($R^2 = 0.488$) shows that instructional leadership explains 48.8% of teachers' job satisfaction. The remaining 51.2% may be due to salary, workload, work environment, relationships, growth, and recognition. This supports Herzberg's Two-Factor Theory, which states that job satisfaction depends on leadership, growth, achievement, recognition, supervision, and working conditions (Nickerson, 2025). Similarly, Dmour *et al.* (2026) and Parker-Jenkins and Duah (2026) stressed the importance of career growth, while Dagno *et al.* (2025) and Mulatu *et al.* (2026) highlighted good working conditions to reduce dissatisfaction and help employees stay in their jobs.

Among the three predictors, alignment practices emerged as the strongest predictor of teachers' work satisfaction ($\beta = 0.333$, $t = 6.070$, $p = 0.000$). This finding shows that aligning school goals, curriculum, teaching priorities, and teachers' duties greatly improves work satisfaction. This result supports Amoni *et al.* (2025), who found that clear goals, communication, and proper resource management improve school performance and teamwork. Similarly, Prayoonvong and Limwongthong (2026) explained that alignment helps leaders set clear goals and improve teamwork. When teachers understand school goals and expectations, they are more likely to feel committed and satisfied with their work.

Promoting positive learning climate ($\beta = 0.309$, $t = 5.353$, $p = 0.000$) is the next strongest factor. Support, teamwork, and motivation improve teacher satisfaction. This agrees with Palazzo (2026) and Puruwita *et al.* (2022), who found that a positive school climate and supportive leaders improve teacher skills and motivation.

Managing Instructional Programs ($\beta = 0.273$, $t = 4.634$, $p = 0.000$) also has a significant positive effect. Palazzo (2026), Hallinger (2026), and Tran (2025) found that good program management improves teaching and school performance. Since all predictors have p-values below 0.001, all instructional leadership practices significantly affect teacher satisfaction. Good leadership also improves teachers' commitment, productivity, and school performance (Abio, 2026; Prestoza & Naldoza, 2025).

CONCLUSION

Based on the findings of the study, it is concluded that the respondents perceived school vision alignment practices as the priority leverage among the school heads' instructional leadership. Leadership should cover all three practices, while prioritizing curriculum standards, DepEd Memos, and other agency rules. Supervision is the technical assistance given by school heads and supervisors. Based on the findings of the study, it is concluded that teachers are most satisfied if their school heads practice supervision for teachers' professional growth for mastery and skill-honing in the teaching and learning process. It is also concluded that teachers may have professional

growth and could have high achievement, but they still need to be recognized. Recognition motivates teachers by making them feel valued. School heads should recognize each teacher's potential and achievements to encourage professional growth.

Recommendations

Based on the results, the following are recommended:

1. School heads should guide and support teachers instead of only checking their work. They should listen to teachers, involve them in decisions, and encourage teamwork. Education authorities should train school heads to become better leaders.

2. School heads should provide clean and safe classrooms, enough teaching materials, and fewer extra tasks. They should respect teachers' personal time and support their well-being. This can help teachers focus on teaching.

3. School heads should provide regular training that meets teachers' needs. They should give teachers time for mentoring, research, and teamwork. This can help teachers improve their skills and support student learning.

4. School heads should regularly visit classrooms and give helpful feedback to teachers. They should reduce paperwork and provide enough time and materials for lesson planning. They should also listen to teachers' concerns and provide support.

5. School heads should set clear goals and provide teachers with the resources they need. They should recognize teachers' efforts and support their work. This can improve teacher motivation and student performance.

6. School heads should regularly check classroom teaching and give helpful feedback. They should encourage teamwork, conduct learning sessions, and use student results to improve teaching. These actions can improve teacher satisfaction and student learning.

REFERENCES

- Abio, K. B. C. (2026). School head's instructional leadership practices in public schools. *International Journal of Research and Innovation in Social Science (IJRISS)*, 10(2), 1230–1246. <https://doi.org/10.47772/IJRISS.2026.10200090>
- Abad, R. C., & Villanueva, J. P. (2024). Curriculum School Vision Alignment Practices of school heads in Philippine basic education. *Philippine Journal of Educational Leadership*, 5(2), 45–62.
- Abad, R. C. (2026). Organizational support and teacher productivity in Philippine public schools. *Philippine Journal of Educational Leadership*, 13(2), 101–118.
- Amoni, T., Atandi, G., & Okwemba, E. (2025). Effect of strategic alignment on performance of Non-Governmental organizations in northern region of Kenya. *International Journal of Strategic Management*, 4(2), 48–67. <https://doi.org/10.47604/ijsm.3437>
- Aquino, J. M. D. R., & Rivano, E. (2026). Evaluating the alignment of vision, mission, goals, and objectives in institutional practices in one college of state

- university. *Frontiers in Education*, 11, 1800883. <https://doi.org/10.3389/feduc.2026.1800883> (doi.org in Bing)
- Ashayati, R., Sutarno, & Utami, S. T. (2026). Dynamics of internal and external factors in the formation of Educational personnel Motivation: A Case study of the Faculty of Cultural Sciences, Sebelas Maret University, Surakarta. *International Journal of Educational Technology Research*, 4(1), 49–56. <https://doi.org/10.59890/ijetr.v4i1.302>
- Aureada, J. (2021). The Instructional Leadership Practices of School Heads. *International Journal of Educational Management and Development Studies*. 1. 75–89. 10.53378/346106.
- Belacas, S. M. B. (2026). Motivation and hygiene factors as predictors of job satisfaction among public elementary school teachers. *International Journal of Research and Innovation in Social Science*, 10(4), 127–138. <https://doi.org/10.53378/346106>
- Cowas, C. V. B., Paglinawan, J. L., & Orongan, R. (2026). School-based management implementation and instructional styles on teachers' productivity. *International Journal of Research and Innovation in Applied Science*, 11(3), 106–118. <https://doi.org/10.51584/IJRIAS.2026.11030106> (doi.org in Bing)
- Cruz, M. A. (2024). School climate and student engagement: A Philippine perspective. *Philippine Journal of Educational Leadership*, 12(1), 55–72.
- Dagno, K. J. L., Mayonan, M. Y., Salamanca, M. J. Y., Olana, E. J. P., Gonzaga, A. J. B. & Menor, T. M. B., CPA. (2025). The Association of Hygiene Factors and Employee Retention among Business Entities. *International Journal of Research and Innovation in Social Science*, 9(10), 8088–8111. <https://doi.org/10.47772/ijriss.2025.910000661>
- Dela Cruz, R. M. (2025). Positive discipline and classroom behavior management in public elementary schools. *Philippine Journal of Educational Leadership*, 13(2), 88–104.
- Dela Peña, R. J. (2025). Constructive feedback practices and teacher performance in Philippine public schools. *Philippine Journal of Educational Leadership*, 13(2), 101–118.
- Delos Reyes, P. J., & Tan, H. R. (2025). School-wide program alignment and teacher morale in post-pandemic contexts. *East Asian Journal of Multidisciplinary Research*, 4(7), 2675–2689. <https://doi.org/10.55927/eajmr.v4i7.2675> (doi.org in Bing)
- Ellaso, R. P., Geraldez, V. T., Penote, L. D. L. G., Reyes, C. B., Ranara, R. O., & Himang, C. M. (2026). Are networking opportunities and professional learning communities the game-changers for teacher capacity building? *Frontiers in Education*, 11, 1807386. <https://doi.org/10.3389/feduc.2026.1807386>
- Ginting, M. B. B. (2026). Literature Review: Teori Dua Faktor Herzberg dan Kinerja Karyawan. *Journal of Authentic Research*, 5(1), 275–288. <https://doi.org/10.36312/s9854q31>
- Hallinger, P. (2026). Developing Instructional Leadership. In *Research Gate* (pp. 61–76). https://doi.org/10.1007/978-90-481-9106-2_5
- Hudays, A., Gary, F., Voss, J. G., Hazazi, A., Arishi, A., & Al-sakran, F. (2024). Job satisfaction of nurses in the context of clinical supervision: A systematic review. *International Journal of Environmental Research and Public Health*, 21(1), 6. <https://doi.org/10.3390/ijerph21010006>
- Ismuntania, Nursanti, I., Batubara, K., & Kartika. (2026). Hubungan Supervisi Kepala Ruangan Dengan Pelaksanaan Five Moments Hand Hygiene Perawat Di Rumah Sakit. *Jurnal Keperawatan Dan Kesehatan Holistik*, 2(1), 69–77. <https://doi.org/10.65386/jkhh.v2i1.51>
- Johnson, M. I., Snyder, K. M., & Sten, L.-M. (2026). From compliance to responsiveness: The interplay of cultural and operational factors in developing schools as living systems. *Frontiers in Education*, 11, 1747477. <https://doi.org/10.3389/feduc.2026.1747477> (doi.org in Bing)
- Manucdoc, M. D. T., Galapon, P. M., & Pagaduan, R. G. Jr. (2026). Collaborative role alignment and school effectiveness: A multilevel mixed-methods study. *JENER Journal of Empirical and Non-Empirical Research*, 2(8), 749–758. <https://doi.org/10.4898/jener.v2i8.a82> (doi.org in Bing)
- Mejica, J. L. (2025). *Towards developing a framework on positive school culture: A multiple case study from selected science high schools in Metro Manila* [Master's thesis, De La Salle University]. Animo Repository.
- Montero, J. C., & Geducos, D. T. (2022). Improved conceptual understanding in learning biology through localized and contextualized learning activities. *International Journal of Multidisciplinary: Applied Business and Education Research*, 3(7), 1231–1238. <https://doi.org/10.11594/ijmaber.03.07.01>
- Mulatu, E., Hamedy, A., Amenu, K., Moje, N., Asrade, B., Waktole, H., & Megersa, B. (2026). Assessment of infrastructures, operational facilities and food safety practices in municipal abattoirs in central Ethiopia. *Discover Food*, 6(1). <https://doi.org/10.1007/s44187-026-00931-y>
- Palazzo, E. (2026). Instructional leadership and professional learning community engagement in relation to teacher competence in public elementary schools of Rizal District. *International Journal of Sustainability and Advanced Integrated Research*, 2(2), 579–584. <https://doi.org/10.65339/ijrsair.v2.i2.225>
- Parker-Jenkins, N., & Duah, J. K. (2026). Compensation stability and workforce retention during COVID-19: A paired Comparative study of home care nurses. *Healthcare*, 14(3), 414. <https://doi.org/10.3390/healthcare14030414>
- Pascual, A. G. D. (2026). Teacher recognition and instructional effectiveness in public schools: Implications for teacher professional development. *Contemporary Research Analysis Journal*, 3(6), 480–488. <https://doi.org/10.55677/CRAJ/11-2026-Vol03I06>

- Penaso, F. G. (2026). The interplay of classroom climate, social-emotional learning, and engagement in learning environment management. *Acta Pedagogica Asiana*, 5(2), 405–425. <https://doi.org/10.53623/apga.v5i2.1194>
- Prayoonvong, N., & Limwongthong, A. (2026). Digital transformation leadership in Thai SMEs during Crisis: A multiple case study. *Human Behavior, Development and Society*. <https://doi.org/10.62370/hbds.v27i1.281246>
- Puruwita, D., Jamian, L. S., & Aziz, N. A. (2022). Instructional Leadership Practices at High-Performing Vocational Schools: Administrators' vs Teachers' Perception. *Humanities and Social Sciences Letters*, 10(2), 173–185. <https://doi.org/10.18488/73.v10i2.3009>
- Respicio, J. L., & Bauyot, M. M. (2026). Alignment of assessment with the intended learning competencies: A systematic literature review. *International Journal of Research and Innovation in Social Science*, 10(1), 112–128. <https://doi.org/10.47772/IJRISS.2026.101000112> (doi.org in Bing)
- Santos, M. A., & Cruz, L. G. (2023). Instructional leadership and program alignment in K–12 schools. *Asian Journal of Education and Training*, 9(3), 155–167. <https://doi.org/10.20448/journal.522.2023.93.155.167> (doi.org in Bing)
- Sypniewska, B., Baran, M., & Klos, M. (2023). Work engagement and employee satisfaction in the practice of sustainable human resource management—Based on the study of Polish employees. *International Entrepreneurship and Management Journal*, 19(3), 1069–1100. <https://doi.org/10.1007/s11365-023-00834-9>
- Tiquel J, Galon E., & Colanggo A. (2022). Teachers' Work Satisfaction Level Analysis of the New Normal
- Tran, S. (2025). Teachers' perception of principal instructional leadership practices in five accredited kindergartens run by DMI sisters in Vietnam. *International Journal of Research Studies in Education*, 14(12). <https://doi.org/10.5861/ijrse.2025.25221>
- Ulit, J. C. (2025). Impact of school heads' instructional leadership on teaching and learning outcomes: Philippine's context. *Divine Word International Journal of Management and Humanities*, 4(3), 2109–2126. <https://www.dwijmh.org>
- Villanueva, C. P. (2026). Working conditions and teacher well-being in Philippine schools. *International Journal of Research and Innovation in Social Science*, 10(5), 310–325.
- Zhang, Y., & Yang, S. (2026). Student recognition matters: How teacher–student relationship promotes student well-being through parallel process latent growth modeling. *School Mental Health*, 18(2), 155–170. <https://doi.org/10.1007/s12310-026-09898-8>