



A Causal Model on Job Satisfaction of Public Secondary School Teachers in Region XI in the Context of School Leadership, Instructional Management and School Based-Management

Maria Joy J. Elizan, Gina Fe G. Israel

University of Mindanao-Davao City

ABSTRACT

The research aims to identify the best model of school leadership, instructional management, and school-based management to job satisfaction among 400 public secondary school educators in Region XI. A non-experimental quantitative research design utilizing descriptive and structural equation modelling to develop the best model. The data from a modified survey questionnaire were analyzed utilizing mean, Pearson product-moment correlation coefficient, linear regression, and structural equation modelling. The study's findings indicated that school leadership, instructional management, school-based management, and job satisfaction were rated high among public school teachers in Region XI. Furthermore, a strongly significant correlation exists between school leadership and job satisfaction, instructional management and job satisfaction, and school-based management and job satisfaction since the p-values for all measures are below the established significance alpha level. The results indicate a substantial impact of the three exogenous variables—school leadership, instructional management, and school-based management—on the endogenous variable, job satisfaction. Ultimately, Model 3 of the framework satisfied all requirements for organizational commitment and was regarded as the most suitable model. It demonstrated a suitable alignment across all dimensions and may be regarded as the most succinct and effective model. The results align with SDG 4 (Quality Education), which promotes high-quality education by highlighting the value of collaborative decision-making, supportive school environments, and professional development for teachers in enhancing teacher retention, satisfaction, and academic results.

Keywords: *educational management, teachers, teacher efficacy, job satisfaction, work engagement, organizational commitment, structural equation model, quality education, Philippines*

SDG Indicator: # 4 (Quality Education)

Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning

INTRODUCTION

Job satisfaction remains a significant issue, with only 30% of employees expressing contentment, 12% feeling intimidated by their supervisors, and 23% reporting dissatisfaction (Montuori et al., 2022). Gallup (2020) revealed that merely 15% of full-time employees globally are engaged, whilst 47% are disengaged, highlighting an ongoing necessity for job satisfaction and workplace engagement. Moreover, teacher work satisfaction is sometimes overlooked, however, its effects are significant, contributing to the worldwide teacher shortage and decline as discontented educators leave the profession due to their unhappiness (Toropova et al., 2021).

Examining job satisfaction is crucial due to its substantial impact on employee well-being, organizational performance, and work-life balance. Recent studies demonstrate the significance of job satisfaction, revealing a robust association with retention (Zhang et al., 2020), productivity (Hackman & Oldham, 2018), and employee engagement (Harter et al., 2020). Moreover, job satisfaction influences employees' physical and mental health; unsatisfied employees have heightened levels of stress, anxiety, and depression (Faragher et al., 2019). Organizations can mitigate absenteeism and turnover intentions by enhancing job satisfaction, leading to significant cost savings (Zhang et al., 2020). Moreover, job satisfaction significantly influences an employee's performance. Contented employees dedicate themselves to their work, execute tasks more efficiently, and exhibit concern for their colleagues and themselves (Dziuba et al., 2020).

The current corpus of the study reveals substantial deficiencies in comprehending the job satisfaction of public secondary school teachers in Region XI, particularly with school leadership, instructional management, and school-based management. Although research has thoroughly examined factors like school climate, teacher self-efficacy, and workplace well-being as determinants of job satisfaction, the causal relationships among these elements within the unique socio-cultural and institutional context of Region XI have been inadequately explored. Despite acknowledging the school environment as a

crucial determinant of work happiness, the specific processes via which leadership styles and school-based management techniques affect teacher satisfaction, directly or indirectly, have been inadequately explored (Frontiers, 2021; PLOS ONE, 2022).

Moreover, the correlation between instructional management and teacher development programs, including professional training opportunities, has been inadequately explored in the Davao region despite international evidence associating these elements with enhanced teacher job satisfaction (International Journal of Educational Administration, 2021). The lack of longitudinal studies in Region XI impedes our comprehension of the causal links among school leadership, instructional leadership, and teacher job satisfaction, essential for developing effective interventions (Msuya, 2020). A significant study vacuum exists regarding examining the relationship between administrators' and teachers' involvement in decision-making processes within local contexts. Comprehending these dynamics is essential for generating authentic data to inform solutions for tackling challenges in executing school rules and procedures.

Rectifying these deficiencies aligns with Sustainable Development Goal 4 (SDG 4): Quality Education, which aims to deliver inclusive and equitable quality education while promoting lifelong learning opportunities. Improving teacher job satisfaction contributes to attaining SDG Target 4.c, which aims to increase the number of qualified and motivated teachers via effective policies and professional development. This study aims to provide actionable insights to enhance teacher satisfaction and retention in Region XI, contributing to educational quality and sustainability.

This study examines the correlation between school leadership, instructional management, and school-based management concerning work satisfaction in public secondary schools in Region XI. Specifically, it attempts to address the following objectives. Initially, to delineate the calibre of school leadership (IV) concerning goal establishment, strategic resource allocation, curricular excellence, teaching quality, pedagogical growth, a secure and organized environment, impactful educational linkages with families and the community, and principal leadership. Secondly, to delineate the level of instructional management (IV) regarding the establishment of school objectives, dissemination of school goals, oversight and assessment of instruction, curriculum coordination, monitoring of student progress, safeguarding instructional time, ensuring high visibility, offering incentives for educators, fostering professional development, and incentivizing student learning.

Thirdly, the extent of school-based management (IV) concerning school leadership, the school improvement process, school-based resources, and accountability for school performance should be delineated. Finally, the extent of job satisfaction (DV) implementation should be delineated, including possibilities and incentives, supervision, fringe benefits, operational norms and procedures, colleagues, and the type of work executed. Furthermore, to ascertain the substantial correlation between School Leadership and Job Satisfaction, Instructional Management and Job Satisfaction, and School-Based Management and Job Satisfaction. Furthermore, to ascertain how much the domain significantly impacts school leadership, instructional management, and School-Based Management on job satisfaction. Additionally, to identify the most suitable model for Job Satisfaction.

The study posited no significant correlation between School Leadership and Job Satisfaction, Instructional Management and Job Satisfaction, and School-Based Management and Job Satisfaction. No variable can most significantly influence the Job Satisfaction of public secondary schools in Region XI. No model adequately represents the Job Satisfaction of public secondary schools in Region XI.

This study is based on Hackman and Oldham's Job Characteristics Theory (1976), which posits that job happiness is affected by six factors: opportunities and rewards, supervision, fringe benefits, operational norms and procedures, coworkers, and the type of task performed. This theory asserts that five fundamental job dimensions—skill variety, task identity, task relevance, autonomy, and feedback—impact essential psychological states that influence job satisfaction. These psychological states encompass the perceived significance of the job, the sense of accountability for outcomes, and awareness of results. The indicators in the assertion closely correspond with this model. Opportunities and rewards enhance feedback and motivation, whereas supervision influences autonomy and the exchange of constructive feedback. Fringe perks and operational guidelines promote transparency and fairness, mitigating discontent, while colleagues provide the social reinforcement essential for job fulfilment. The nature of work is closely connected to skill variety, task relevance, and job identity, enhancing a sense of purpose and engagement. The hypothesis elucidates how these six factors combined influence job satisfaction (Oerlemans & Bakker, 2018; Human Capital Hub, 2023).

Herzberg's Two-Factor Theory similarly supports this study. It has been reevaluated and validated recently for its significance in educational and organizational environments. Herzberg's theory differentiates between motivators, intrinsic elements like recognition, professional development, and achievement that foster job happiness, and hygienic variables, such as working conditions, policies, and administrative assistance, that avert dissatisfaction when adequately managed.

Moreover, school leadership and instructional management operate as catalysts for motivation by fostering opportunities for success and acknowledgement. In contrast, school-based management tackles hygienic concerns by enhancing organizational frameworks and promoting participative decision-making. A recent study indicates that Herzberg's theory can be utilized to assess teacher job satisfaction, emphasizing the importance of addressing both motivators and hygiene factors to sustain a conducive work environment in educational institutions. This theoretical framework provides a robust perspective for analyzing the impact of leadership, instructional strategies, and management systems on the job satisfaction of public secondary school educators in Region XI (Sutherland, 2021; Tavakoli & Hassani, 2022).

The proposed model consists of two categories of latent constructs: exogenous and endogenous factors. The exogenous variables of this study include school leadership, instructional management, and school-based management. The endogenous variable is job satisfaction. Since latent variables are not immediately observed, they cannot be measured directly. Consequently, each latent concept was linked with numerous measurements or observable variables. Consequently, the magnitude of regression routes from the latent variable to the observed variables will be a principal focus of this research.

The latent school leadership comprises eight indicators: goal setting, strategic resourcing, curriculum quality, teacher quality, teaching and learning development, a secure and orderly environment, strong educational links with family and community, and principle leadership. Goal Setting pertains to a leadership function within educational institutions' guiding frameworks rather than integrating these goals into continuous application and assessment, which connects the objectives to the duties of individual teachers and the learning of individual students. Strategic Resourcing pertains to the efficacy of school leadership in ensuring that the timetable reflects the institution's priorities for teaching and learning. Educational leaders ensure curriculum quality by continuously assessing students' academic progress and assessment strategies (Wylie & Hodgen, 2019).

The fourth indicator of school leadership is Quality of Teaching, which refers to the effectiveness of school leadership in ensuring collective accountability for student learning, utilizing assessment data to enhance teaching, and employing experienced teachers to facilitate the professional development of their colleagues. Teacher Learning and Development refers to the efficacy of school leadership in implementing instructional strategies to enhance teaching and learning, utilizing student achievement data to inform professional development priorities, and fostering pedagogical growth through the observation of proficient colleagues. It also encompasses teachers' engagement with diverse evidence sources to evaluate the effectiveness of their instruction and the provision of sufficient opportunities for teachers to deliberate on necessary modifications to their practices (Wylie & Hodgen, 2019).

Similarly, ensuring a safe and orderly work environment is the paramount responsibility of educational leaders. All other processes cannot advance and thrive without a safe, secure, and organized institutional environment. Educationally Powerful Connections with Family and Community pertain to the effectiveness of school leadership in recognizing families' viewpoints regarding their children's educational needs and ensuring that parents comprehend their children's achievement levels. Principal Leadership denotes school leadership that promotes values, ethics, and the acquisition and demonstration of respect for others. It also involved making challenging decisions when necessary and identifying and addressing conflict promptly and fairly (Wylie and Hodgen, 2019).

The latent instructional management comprising ten indicators is based on the concept developed by Hallinger and Murphy (1985) and subsequently modified in several studies. The indicators encompass establishing school objectives, conveying school objectives, overseeing and assessing instruction, coordinating the curriculum, tracking student progress, safeguarding instructional time, ensuring high visibility, offering incentives for educators, fostering professional development, and providing incentives for student learning. The school goals underscore that research on instructional efficient schools demonstrates these institutions possess a well-articulated DepEd mission. A few coordinated school-wide objectives, each with a manageable scope, appear to function effectively. The principal plays a pivotal role in formulating the school's objectives in instructional institutions. Articulating the school objectives underscores that synchronized institution-wide goals facilitate coordination, enhancing the effective dissemination of the school's aims. School leaders can convey institutional objectives by often discussing them in many educational contexts (Hallinger & Murphy, 1985; Schwann, 2023).

Moreover, Supervise and assess education underscores that school leaders in successful institutions consistently oversee classroom instruction as part of their administrative responsibilities. While they emphasize informal observations, these leaders uphold significant classroom instruction accountability. They collaborate with educators to align classroom objectives with school goals, evaluate instructional methods utilizing diverse information sources, and provide practical, actionable recommendations to enhance instructors' instructional practices. The curriculum coordination emphasizes that academic achievement is linked to a strong alignment among teaching objectives, curricular resources, and assessment tools. Teaching leaders can ensure that the curricular materials employed in their schools align with the teaching objectives, that these resources are mutually reinforcing, and that the instructional objectives correspond with the assessment instruments used to evaluate student progress. Hallinger and Murphy (1985); Schwann (2023).

Furthermore, monitoring student development emphasizes that the instructional leadership role performed by school administrators in effective schools involves the regular assessment of student advancement. School principals use various student learning metrics to assess the instructional program and progress towards objectives. Consistent monitoring and feedback on student performance results uphold staff accountability for student learning and the notion that schools can effectuate improvement. Protecting instructional time emphasizes that guidelines, policies, and enforcement mechanisms reduce tardiness, absenteeism, and truancy, enhancing student achievement. School administrators can enhance student learning opportunities by restricting extracurricular activities during class hours to minimize disruptions, mitigating interruptions from public address announcements, and collaborating with educators to implement more effective classroom management and instructional strategies. Hallinger and Murphy (1985); Schwann (2023).

Maintaining high visibility emphasizes that efficient classrooms and institutions uphold elevated student expectations. These expectations are grounded in institutional policies and norms and are reflected in the conduct of adults throughout the school. School leaders cultivate elevated expectations for students indirectly by maintaining high standards for themselves and their staff while directly influencing school-wide expectations by establishing guidelines in grading, promotion, student progress reporting, remediation, retention, student grouping, and instructional practices. Offering teacher incentives emphasizes that instructional leaders identify methods to reward or acknowledge teachers for their contributions. Some of these are casual, such as expressions of commendation; others are more formal, including recognition, award nominations, or correspondence in the personnel files of educators (Hallinger & Murphy, 1985; Schwann, 2023).

Promoting professional development emphasizes that principals can facilitate teachers' professional advancement through many means. They can interact with educators directly by conducting in-service training for their staff and participating in classroom activities with teachers developing new competencies. They can enhance teacher development by informing them about professional development and training programs, distributing research and curricular reports, facilitating peer observations of teaching practices, recognizing teachers' efforts to enhance instruction both publicly and privately, and allocating resources for instructional improvement initiatives (Hallinger & Murphy, 1985; Schwann, 2023).

Providing incentives for learning underscores the significance of the school's reward systems within the educational environment. Leaders in instructional effective schools do not delegate the responsibility of rewarding students exclusively to individual teachers; instead, they implement school-wide rewards

for learning. These include honor rolls, award assemblies, certificates of merit for perfect attendance and conduct, mentions in the school newspaper, photographs, displays, or other forms of recognition on the school bulletin board, along with personal commendations and encouragement (Hallinger & Murphy, 1985; Schwann, 2023).

Latent school-based management encompasses four indicators: school leadership, school improvement process, school-based resources, and school performance accountability. The four principles of School-Based Management (SBM) in the Philippine educational system are crucial for leading schools toward quality and sustainable educational outcomes. Leadership and Governance prioritize participatory and inclusive leadership that engages all stakeholders in decision-making to connect school objectives with national educational aims. Secondly, Curriculum and Instruction emphasize implementing a learner-centred curriculum bolstered by innovative and successful pedagogical approaches tailored to community and student needs. Third, Accountability and Continuous Improvement ensure that schools consistently evaluate their performance and achievements using self-assessment methods, promoting a culture of accountability and adaptability for enhanced outcomes. Finally, Resource Management emphasizes strategically allocating and efficiently using financial, human, and physical resources to support teaching and learning while ensuring equity and sustainability in educational services. These principles jointly enhance schools' Governance and operational capacities, as articulated in DepEd Order No. 007, s. 2024.

Job satisfaction comprises six indicators: opportunities and rewards, supervision, fringe benefits, operational norms and procedures, teammates, and the nature of the job performed (Sandrin et al., 2019). Opportunities and rewards are essential in fostering employee happiness and general well-being. Contentment with salary, prospects for salary augmentation, advancement, and non-financial recognition for outstanding performance are closely correlated with enhanced job satisfaction. These benefits satisfy employees' psychological need for competence, autonomy, and relatedness, as delineated in the self-determination theory (Thibault Landry & Whillans, 2019). Promotions provide possibilities for personal development, increased responsibilities, and elevated social status, which correlate with improved job satisfaction when perceived as equitable (Bowling, 2024; Stepanek & Paul, 2023).

Satisfaction with supervision assesses an employee's perceptions about their direct supervisor. The conduct of a direct supervisor is also a determinant of job happiness. Employee satisfaction and fulfilment increase when direct supervisors exhibit empathy, sophistication, commendation for exemplary performance, attentiveness to employee perspectives, and genuine care for their well-being (Stepanek & Paul, 2023).

Similarly, fringe benefits are categorized into monetary and non-monetary compensation. Enhanced intrinsic and extrinsic fringe benefits may improve employee performance and augment organizational engagement. Employee unhappiness may arise if they see their efforts are unappreciated, their perks are inequitable, unrelated to their performance, or unsuitable for their needs (Stepanek & Paul, 2023).

Moreover, coworkers' conduct and reactions at work are profoundly influenced by their perceptions of equity. Work-life balance rules, the physical environment, and the alignment of individual goals with organizational objectives shape employee motivation and company culture. Employment fulfils employees' social requirements. Contemplate that necessity. Consequently, amiable and supportive colleagues foster job happiness. The satisfaction of an employee with their employment can be influenced by their peers, the organizations they belong to, and the ideals they encounter (Stepanek & Paul, 2023).

The supervisor's conduct may influence the character of the work. Work satisfaction is defined as employees' contentment with the nature of their tasks. Employees select cognitively demanding jobs since they facilitate the enhancement of their skills and talents while providing variety, autonomy, and feedback regarding their performance (Bowling, 2024; Stepanek & Paul, 2023).

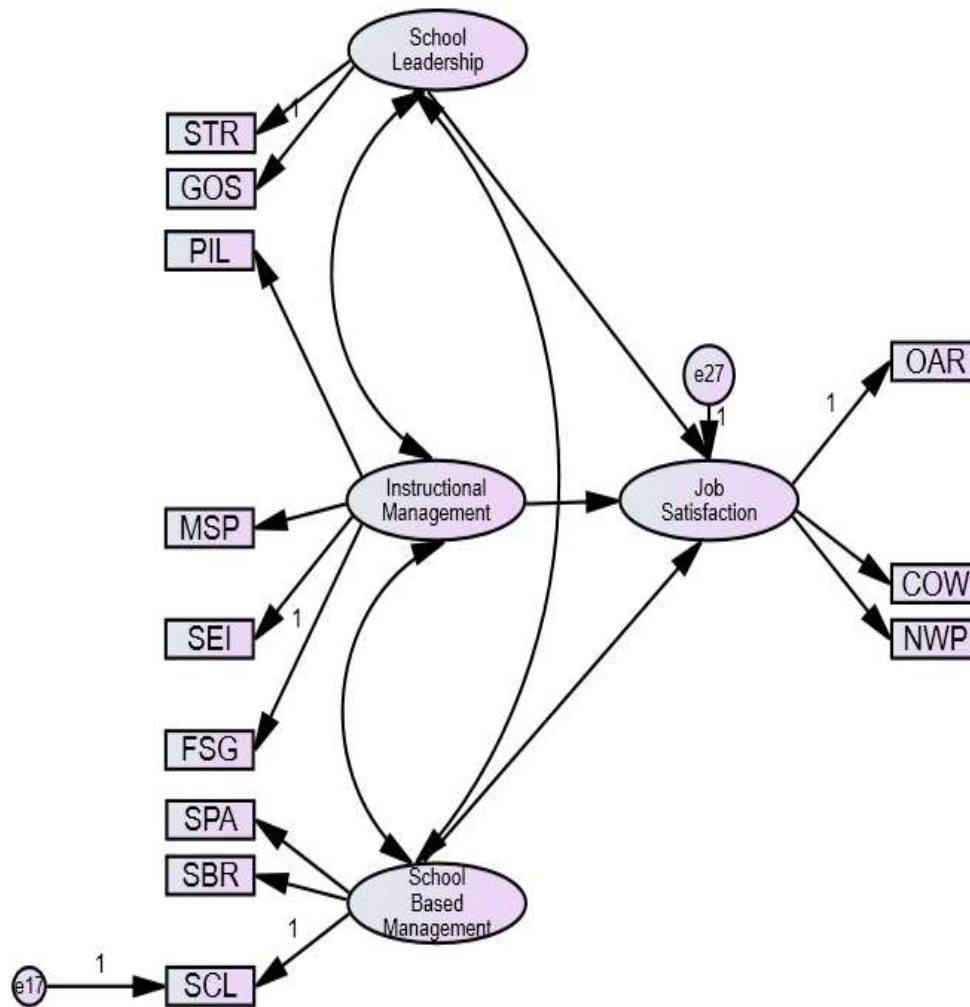


Figure 1. Conceptual Framework of the Study

This study examines the impact of school leadership styles, instructional management approaches, and school-based management on teacher satisfaction, offering insights into creating a supportive and congenial work environment. This setting enhances teacher dignity while promoting professional development, autonomy, and a sense of belonging within the school community, signifying employment stability.

This study aligns with the United Nations Sustainable Development Goals (SDGs) objectives, including SDG 4: Quality Education and SDG 8: Decent Work and Economic Growth. Ensuring teacher work satisfaction coincides with SDG 4's objective of fostering inclusive, egalitarian, and quality education by prioritizing teacher welfare as a fundamental basis for effective and positive learning environments. Motivated in that contented educators exhibit greater engagement in their responsibilities, tangibly enhancing student outcomes and the overall quality of education received.

This study advances SDG 8 by promoting equitable and empowering work conditions in the education sector, emphasizing the importance of management techniques that enhance teacher well-being to achieve sustainable economic and social growth. This research benefits teachers in Region XI and their immediate school communities while contributing to the global discourse on improving educational quality and working conditions for educators, aligning with sustainable development objectives and community resilience.

METHOD

This section of the study describes the methodologies by which this research will take place. It presented the discussion of the research respondents, materials and instruments, research design and procedure, and ethical considerations.

Research Respondents

The study involved 400 educators from public secondary schools in the Davao Region, selected through a stratified sampling method. The Department of Education (DepEd) Davao Region employs 13,637 Junior High School teachers and 3,508 Senior High School teachers, resulting in 17,145 public secondary school teachers. The Raosoft calculator was utilized to generate a sample of 400 respondents, achieving a 95% confidence interval, a 5% margin of error, and a 50% response distribution. Researchers can estimate statistical metrics for each group by employing a stratified sample. All

individuals in the studied population must be categorized into one of several strata. Different probability sampling methods were employed for each population stratum (Thomas, 2022).

The study was carried out in the Davao Region of the Philippines. The Davao

Region, previously referred to as Southern Mindanao, is an administrative region in the Philippines designated as Region XI. The region is in the southeast of Mindanao. It comprises five provinces: Davao de Oro, Davao del Norte, Davao del Sur, Davao Oriental, and Davao Occidental, along with the cities of Davao, Digos, Panabo, Tagum, Samal, and Mati City. In this study, the Davao de Oro division was excluded from participation as one of the respondents, with the Dean of the Professional Schools' approval.

This study included 160 respondents from Davao del Norte, 120 from Davao del Sur, 80 from Davao Oriental, and 40 from Davao Occidental. The research participants were educators from public secondary schools located in the Davao Region. Participation in the study requires the teacher to possess a minimum of one year of teaching experience, self-identify as a respondent, and sign the Certificate of Consent Form. Teachers not located in the Davao Region, those employed in private institutions, individuals on leave, participants who withdrew from the study, those occupying administrative roles, teachers with less than one year of public school experience, individuals who manipulated data or possessed significantly incomplete data, and those who failed to express their intent to participate by signing the consent form are excluded from the study. Participants were permitted to withdraw from the study without providing a reason, provided they informed the researcher in advance of any reason.

Materials and Instruments

This study utilized four instruments specifically designed to address research problems. The survey questionnaires employed in the study were obtained from analogous research efforts. The instrument was updated to enhance its relevance to contemporary and local contexts. Expert validators assessed the survey instruments to enhance their relevance and credibility, resulting in an approved rating of 4.458. A pilot test was conducted post-validation, yielding a Cronbach Alpha of .998. The survey's validity was assessed through Cronbach's alpha. Gliem (2003) states that the internal consistency of the scale's items increases as Cronbach's alpha coefficient approaches 1.0.

The initial questionnaire evaluated school leadership as outlined in Hallinger & Wang's (2015) study *Assessing Instructional Leadership with the Principal Instructional Management Rating Scale*. It focused on several domains: goal setting, strategic resourcing, curriculum quality, quality of teaching, teaching and learning development, safe and orderly environment, educationally powerful connections with family and community, and principal leadership. Additionally, the second questionnaire assessed instructional management as outlined in the study of Wylie & Hodgen (2010). The assessment focused on the following areas: framing school goals, communicating school goals, supervising and evaluating instruction, coordinating the curriculum, monitoring student progress, protecting instructional time, maintaining high visibility, providing incentives for teachers, promoting professional development, and offering incentives for learning.

The third questionnaire measured School Based Management based on the

revised DepEd Rating Scale on the implementation of SBM (2016), which focuses on school leadership, school improvement process, school-based resources, and school performance accountability. Lastly, the fourth questionnaire measured Job Satisfaction based on the study of Schmidt (2004) entitled *The Job Training and Job Satisfaction Survey*, which measured the following areas: opportunities and rewards, supervision, fringe benefits, operating rules and procedures, coworkers and the nature

of work performed.

In evaluating the variables of this study regarding School Leadership, Instructional Management and School-Based Management on the Job Satisfaction of public secondary schools in Region XI will be based on the range of means, descriptive level, and interpretation. With the range of means of 1.00-1.79, it has a descriptive level of very low, and with the interpretation that the measure is not evident among public secondary school teachers. With the range of means of 1.80-2.59, it has a low descriptive level, and with the interpretation that the measure is seldomly evident among public secondary school teachers. With the range of means of 2.60-3.39, it has a descriptive level of moderate, and with the interpretation that the measure is sometimes evident among public secondary school teachers. With the range of means of 3.40-4.19, it has a descriptive level of high, and the interpretation that the measure is frequently evident among public secondary school teachers. With the range of means of 4.20-5.00, it has a very high descriptive level, with the interpretation that the measure is always evident among public secondary school teachers.

The final version of the instrument was developed, considering the errors, observations, and suggestions of the validators before it was used. Cronbach's alpha was used to analyze the reliability of the scales, and the results are presented in the tool description.

Design and Procedure

This study employed a quantitative, non-experimental design research approach. The descriptive-correlation research technique was employed to assess the relationships between variables across different levels of measurement. Szapkiw (2012) highlighted that descriptive-correlation studies investigate the relationship between two or more variables, offering insights into specific situations within a defined population. This study utilized the structural equation model (SEM). The causal method frequently utilizes structural equation modelling (SEM) and regression analysis to evaluate the direct and indirect impacts of leadership styles and management practices on teacher satisfaction. Structural Equation Modeling (SEM) is essential for assessing hypothesized relationships and determining model fit using indices such as CFI, TLI, and RMSEA (Hooper, Coughlan, & Mullen, 2008).

This method facilitates the identification of primary factors influencing job satisfaction, including the impact of instructional leadership on fostering supportive teaching environments (Modise, 2023). The Structural Equation Model (SEM) was employed to obtain the optimal fit model. This technique integrates factor analysis with path analysis to assess the theoretical relationships among latent variables, as Lomax & Li (2013) noted.

Including various variables, such as observed, latent, independent, and dependent variables, allows the models to vary in complexity from simple to complex. In structural equation modelling, factor analysis allows researchers to employ multiple measures for each latent variable, enhancing the reliability and validity of the measurements compared to using a single measure. This method assessed the relationship between school leadership, instructional management, and school-based management regarding job satisfaction in public secondary schools in Region XI. The researcher implemented these procedures to gather the necessary data for this study. The researcher submitted a letter of permission to the office of the Regional Director requesting authorization to conduct this study at specified schools within the region. Following the validation of the survey questionnaire by the panel of experts, permission was granted for the study to proceed. The researcher obtained approval from the regional director and subsequently requested permission from the Schools Division Superintendents to conduct the study involving the school respondents. Upon receiving approval from the school division's superintendents for the letter, the researcher approached the principal to request permission to conduct the study.

The researcher will provide instructions and address any questions to ensure that each respondent fully comprehends the survey. The questionnaire was disseminated online via the Google Form platform. The Google Form link was disseminated to multiple groups via Facebook Messenger, with assistance from school research coordinators in distributing the links to respondents. To ensure a total of 400 responses, the link remained accessible for one month. The data were compiled and forwarded to the statistician for analysis. Pearson-r was employed to assess the significance of the relationship between the exogenous and endogenous variables. Linear regression identifies the predictors of the dependent variable based on the provided independent variables. This study assessed the impact of school leadership, instructional management, and school-based management on job satisfaction among public secondary schools in Region XI. Structural equation modelling was employed to assess and analyze relationships. This study identified the exogenous variables that most effectively correlate with Job Satisfaction in public secondary schools within Region XI.

The researcher was acquiring personal data necessary for the study to minimize the risk of compromising respondents' identities. If personal data was collected, the researcher coded it and securely stored it to ensure access was limited to the researcher and authorized personnel. The researcher ensured that research data was securely stored for the necessary duration and that hard copy materials were disposed of using confidential waste methods. The researcher did not reveal the respondents' identities without obtaining their consent. Throughout the research, the researcher prioritized the well-being of participants and respected their responses. Risks to respondents are mitigated through the application of safe methods. The researcher told respondents they could leave questions unanswered to facilitate their participation in the survey questionnaires. The researcher assured the respondents that their responses would remain confidential and utilized solely for academic purposes.

Participants have opted to engage or not engage in the study. Participation in the survey was entirely voluntary, and participants faced no consequences for choosing to withdraw from the study. Similarly, the researcher verified that the information presented was accurate. The researcher employed fair sampling strategies to select reliable respondents, ensuring that the study remained unmanipulated, which led to more dependable survey findings. The researcher refrained from making assertions grounded in incomplete or inaccurate data. Observations and data that were not collected were excluded from the study. Besides, ensure that no study work has been altered, modified, or removed to conform to a model or theoretical prediction, as this would lead to a misleading representation in the research record.

The researcher maintained the privacy and confidentiality of the respondent's information by recognizing its sensitivity and refraining from disclosing it to individuals outside the study objectives. The researcher verified the validity of the information obtained from the survey questions and ensured the sources were accurately identified. The researcher complies with all ethical requirements established by UMERC throughout the study's duration. This research will benefit public and private administrators, human resource managers, and legislators.

The study's findings, discussions, and results may offer evidence-based information for government agencies, including strategies to enhance organizational commitment among employees and empower them to utilize their full capabilities in their roles for effective competition and performance. The researcher confirms the absence of conflicts of interest in this study. The study will lack evidence of fundamentally altered information and yield no political or academic benefits. The researcher ensured that external variables or unethical practices, including monetary incentives for favorable results, did not influence the study findings.

The researcher ensured the absence of deceit in this study by providing respondents with reliable and accurate data. The researcher did not intentionally mislead the respondents to affect the study's findings. The researchers will inform the respondents that the survey questionnaire is not designed to mislead them and that their responses will remain anonymous and be used exclusively for research purposes.

The researcher maintained strict ethical standards throughout the research by adhering to the protocol assessments and standards set by the University of Mindanao Ethics Review Committee (UMERC). The revised manuscript and all required supplementary materials, including forms and validated questionnaires, were submitted for evaluation on April 19, 2023. The manuscript and the survey questionnaires received approval for the study on May 27, 2023, under UMERC Protocol No. 2023-192. Throughout the study period, respondents were allowed to participate freely and without financial cost. The researcher confirmed that the respondents' personal information was intentionally kept confidential following the Data Privacy Act 2012.

RESULTS AND DISCUSSION

In this section, the data gathered is presented, and the comprehensive discussion and interpretation of the findings of the study on school leadership, instructional management, school-based management, and job satisfaction of public secondary school teachers in Region XI are presented.

Level of School Leadership

Presented in Table 1 is the level of school leadership, which is measured in terms of goal setting, strategic resourcing, curriculum quality, quality teaching, teacher learning and development, and a safe and orderly environment. An overall mean of 3.92 or high with a standard deviation of 0.91. This means that the school leadership level is frequently evident among public secondary school teachers in Region XI.

A safe and orderly environment was found to have the highest mean score of 4.01, with a standard deviation of 0.92. Conversely, the teaching-learning aspect received the lowest mean score of 3.79, with a standard deviation of 1.09. The findings indicated that all five indicators related to school leadership exhibited a high descriptive level. This indicates that school leadership is often observable among public secondary school teachers in Region XI.

The educational community exhibits significant dynamism and purpose. School leaders fulfil their supervisory roles while actively engaging in collaborative efforts, utilizing their expertise to drive change and innovation within schools. The culture of leadership transcends formal titles, as school administrators undertake various roles that facilitate the collective progress of the institution.

Table 1. *Level of School Leadership*

| Indicators | SD | Mean | Descriptive Level |
|---|-------------|-------------|-------------------|
| Goal Setting | 0.90 | 3.95 | High |
| Strategic Resourcing | 0.90 | 3.91 | High |
| Curriculum Quality | 0.92 | 3.89 | High |
| Quality of Teaching | 0.94 | 3.96 | High |
| Teacher Learning and Development | 1.09 | 3.79 | High |
| Safe and Orderly Environment | 0.92 | 4.01 | High |
| Overall | 0.91 | 3.92 | High |

The finding is supported by Shen et al. (2020) that effective school leadership significantly influences educational outcomes. Effective and forward-thinking leaders tend to foster academic achievement and a conducive learning and teaching atmosphere. Their findings highlight the importance of leadership in shaping the learning environment and the need for leaders capable of fostering cooperative, supportive, and intellectually stimulating school cultures.

Level of Instructional Management

Presented in table 2 is the level of instructional management concerning framing school goals, communicating school goals, supervising and evaluating instruction, coordinating the curriculum, monitoring students' progress, protecting instructional time, maintaining high visibility, providing incentives for teachers, promoting professional development, and offering incentives for learning.

Table 2. *Level of Instructional Management*

| Indicators | SD | Mean | Descriptive Level |
|---|-------------|-------------|-------------------|
| Frame the School Goals | 1.11 | 3.86 | High |
| Communicate the School Goals | 1.00 | 3.94 | High |
| Supervise and Evaluate Instruction | 0.91 | 3.95 | High |
| Coordinate the Curriculum | 0.89 | 3.96 | High |
| Monitor Student Progress | 0.73 | 4.00 | High |
| Protect Instructional Time | 0.78 | 4.02 | High |
| Maintain High Visibility | 0.90 | 3.90 | High |
| Provide Incentives for Teachers | 1.07 | 3.87 | High |

| | | | |
|---|-------------|-------------|-------------|
| Promote Professional Development | 0.81 | 4.08 | High |
| Provide Incentives for Learning | 0.98 | 3.83 | High |
| Overall | 0.88 | 3.94 | High |

The overall mean of 3.94 indicates a high descriptive level and a standard deviation of 0.88. This suggests that the level of instructional management among public secondary school teachers in Region XI is often apparent. Promoting professional development has the highest mean of 4.08 with a standard deviation of 0.81, whereas providing incentives for learning has the lowest mean of 3.83 with a standard deviation of 1.11.

The finding is supported by Sprick et al. (2021), which emphasize that effective instructional management methods constitute essential competencies for educators, as highlighted by this comprehensive analysis. Effective instructional management is characterized by positive and proactive schedules, resources, and strategies that enhance successful teaching and instruction and foster student motivation, engagement, and achievement. Cunningham et al. (2023) assert that teachers should remain cognizant of their students' needs within the classroom context.

They must proactively address disturbances and disruptions to uphold classroom discipline while also considering the social-emotional development of their students to facilitate effective instructional management. Chow et al. (2020) further support the notion that fostering positive teacher-student connections, regulating student behavior, and supervising the classroom learning environment enhances instructional time and student engagement.

Level of School-Based Management

Presented in table 3 is the level of school-based management among public secondary school teachers in Region XI, focusing on school leadership, the school improvement process, school-based resources, and school performance accountability. The overall mean level of school-based management was 4.09, indicating a high level, with a standard deviation of 0.99. This suggests that school-based management is often observable among public secondary school teachers in Region XI. The school improvement process achieved the highest mean of 4.13, indicating a high level of effectiveness, with a standard deviation of 0.98. In contrast, school-based resources recorded a lower mean of 4.06, which is also considered high, with a standard deviation of 0.96.

The findings of Arenque (2021) support this investigation regarding the effectiveness of school leaders' implementation of the school-based management (SBM) program in their respective schools. The findings indicate that the SBM program is being implemented at a high level. The data indicated that SBM implementation is significantly impactful regarding curriculum and learning responsibility, continuous improvement, and resource management; however, it shows minimal variation in leadership and Governance. The results indicate the extensive observation of the implementation of the SBM program.

Additionally, DepEd Order No. 007, s. 2024 provides the policy guidelines for implementing the revised school-based management system. This revised SBM system enhances the decentralized approach to school management by emphasizing continuous improvement and the active involvement of school governing councils. It includes a revised framework, self-assessment tools, and procedures to align with the goal of enhancing educational outcomes and operational efficiency in schools. The Philippine Accreditation System for Basic Education (PASBE) must evaluate the efficiency of the school's implementation of SBM practices, utilizing the SBM method based on the four established principles. Consequently, the outcome will provide a foundation for school administrators to improve service delivery and enhance school efficiency.

Table 3. *Level of School-Based Management*

| Indicators | SD | Mean | Descriptive Level |
|--|-------------|-------------|-------------------|
| School Leadership | 1.07 | 4.10 | High |
| School Improvement Process | 0.98 | 4.13 | High |
| School-Based Resources | 0.96 | 4.06 | High |
| School Performance Accountability | 0.97 | 4.08 | High |
| Overall | 0.99 | 4.09 | High |

Level of Job Satisfaction

Presented in table 4 is the level of job satisfaction among public secondary school teachers in Region XI, measured through opportunities and rewards, supervision, fringe benefits, operating rules and procedures, coworkers, and the nature of work performed. The overall mean job satisfaction level was 3.94, indicating high satisfaction, with a standard deviation of 1.03. Job satisfaction is often observed among public secondary school teachers in Region XI. Indicator supervision achieved the highest mean score of 4.12, with a standard deviation of 0.97, categorized as high. In contrast, operating rules and procedures recorded the lowest mean of 3.72 and a standard deviation of 1.12, also classified as high.

| | | | | | | | |
|----------------------------------|--------|--------|--------|--------|--------|--------|--------|
| Quality of Teaching | .832** | .817** | .696** | .709** | .831** | .857** | .818** |
| Teacher Learning and Development | .886** | .892** | .818** | .804** | .893** | .905** | .899** |
| Safe and Orderly Environment | .883** | .927** | .901** | .893** | .885** | .914** | .935** |
| Overall | .900** | .917** | .871** | .855** | .910** | .930** | .931** |
| | .000 | .000 | .000 | .000 | .000 | .000 | .000 |

The study's results have important implications for school leadership, particularly regarding teachers' job satisfaction and individual work performance. The strong correlation coefficients for each school leadership indicator indicate a significant positive relationship with teachers' job satisfaction. This indicates that prioritizing a safe and orderly environment, supporting high-quality curriculum development, actively setting and communicating clear goals, encouraging continuous learning and professional development, and maintaining high teaching standards positively influence teachers' job satisfaction and performance. The relationship between school leadership and these key areas suggests that effective leadership practices can directly enhance the work environment for teachers.

This may enhance teacher motivation, decrease turnover, and improve engagement and effectiveness in the classroom. These findings underscore the significance of each component of school leadership in influencing teachers' professional involvement and satisfaction levels. School administrators may utilize these insights to enhance leadership aspects, promoting a more empathetic, organized, and high-quality educational environment. This comprehensive approach may enhance individual teacher performance, improving student outcomes and overall school success.

This finding is supported by Grissom, Egalite, and Lindsay (2021) that investigate the correlation between school leadership and teacher job satisfaction, emphasizing the concept of "person-job fit." The research indicates that a teacher's job satisfaction is primarily influenced by the alignment of their values, abilities, and role demands within the school environment, significantly shaped by the leadership style of the school administrator. Principals who foster supportive, inclusive, and responsive school environments experience elevated job satisfaction among their teachers. Increased satisfaction correlates with reduced teacher turnover rates. The study emphasizes the importance of effective leadership in creating an educational environment that supports and retains teachers. It argues that the methods by which school leaders achieve, motivate, and interact with their staff directly impact teachers' job satisfaction and professional longevity within the institution.

Relationship between Instructional Management and Job Satisfaction of Public Secondary School Teachers

Displayed in table 5.2 is the analysis results regarding the relationship between instructional management and job satisfaction among public secondary school teachers in Region XI. The relationship was tested at a significance level of 0.05, as indicated in the hypothesis. The total r-value of 0.923, accompanied by a p-value below 0.05, suggests the rejection of the null hypothesis. A strong relationship exists between instructional management and job satisfaction among public secondary school teachers.

All indicators of instructional management exhibit a positive correlation with job satisfaction, with p-values less than .05. The correlation coefficients are as follows: .918 for communicating school goals, .911 for coordinating the curriculum, .910 for framing school goals, .905 for providing incentives for teachers, .900 for providing incentives for learning, .897 for supervising and evaluating instruction, .868 for maintaining high visibility, .841 for promoting professional development, .830 for monitoring student progress, and .802 for protecting instructional time. A significant relationship exists between instructional management and job satisfaction. The findings indicate a significant positive correlation between instructional management and job satisfaction among public secondary school teachers in Region XI.

The correlation coefficient R of 0.923, coupled with a p-value below the 0.05 significance threshold, rejected the null hypothesis of no relationship, confirming that instructional management practices significantly influence teacher job satisfaction. All elements of instructional management, including the communication of school goals, curriculum coordination, goal framing, incentives for teachers and students, supervision, visibility, professional development, monitoring, and the protection of instructional time, demonstrated positive correlations with job satisfaction, each exhibiting a p-value below 0.05. Enhancing instructional management in these areas may lead to higher teacher satisfaction, which is essential for fostering a supportive and productive school environment. The findings highlight the significance of an effectively managed instructional framework in maintaining teacher morale and satisfaction, which may ultimately enhance student outcomes.

Table 5.2

Significance on the Relationship between Instructional Management and Job Satisfaction of Public Secondary School Teachers

| | Opportunities and Rewards | Supervision | Fringe Benefits | Operating Rules and Procedures | Coworkers | The Nature of Work Performed | Overall |
|------------------------------------|------------------------------|------------------------------|------------------------------|--------------------------------|------------------------------|------------------------------|------------------------------|
| Frame the School Goals | .888** .000 | .907** .000 | .827** .000 | .829** .000 | .905** .000 | .906** .000 | .910** .000 |
| Communicate the School Goals | .900** .000 | .926** .000 | .834** .000 | .833** .000 | .915** .000 | .898** .000 | .918** .000 |
| Supervise and Evaluate Instruction | .859** .000 | .923** .000 | .837** .000 | .839** .000 | .863** .000 | .866** .000 | .897** .000 |
| Coordinate the Curriculum | .847** .000 | .913** .000 | .855** .000 | .838** .000 | .901** .000 | .904** .000 | .911** .000 |
| Monitor Student Progress | .814** .000 | .842** .000 | .715** .000 | .772** .000 | .831** .000 | .829** .000 | .830** .000 |
| Protect Instructional Time | .771** .000 | .809** .000 | .697** .000 | .719** .000 | .813** .000 | .826** .000 | .802** .000 |
| Maintain High Visibility | .789** .000 | .851** .000 | .791** .000 | .858** .000 | .858** .000 | .856** .000 | .868** .000 |
| Provide Incentives for Teachers | .878** .000 | .924** .000 | .800** .000 | .822** .000 | .912** .000 | .897** .000 | .905** .000 |
| Promote Professional Development | .854** .000 | .864** .000 | .740** .000 | .761** .000 | .830** .000 | .824** .000 | .841** .000 |
| Provide Incentives for Learning | .892** .000 | .916** .000 | .806** .000 | .840** .000 | .883** .000 | .875** .000 | .900** .000 |
| Overall | .893** .000 | .933** .000 | .832** .000 | .853** .000 | .916** .000 | .912** .000 | .923** .000 |

This finding is supported by the research of Hallinger and Wang (2020) regarding the relationship between instructional management and job satisfaction among public secondary school teachers. Their findings underscored the significance of instructional leadership, a crucial element of instructional management, in influencing teacher job satisfaction. The study defines instructional leadership as identifying the school's mission, managing the curriculum, overseeing and evaluating instruction, and fostering a conducive learning environment. Research indicates that principals who actively participate in these domains foster an environment where teachers perceive more excellent support regarding resources and professional development. This support enhances teaching efficacy and significantly contributes to increased job satisfaction.

This relationship is further supported by the observation that teachers who view their leaders as effective in instructional management experience greater professional fulfilment and a reduced likelihood of leaving their positions. This perception of effective leadership fosters a sense of value in the educational process, essential for professional identity and satisfaction. Effective instructional management by school leaders results in increased job satisfaction among teachers. The results observed effects primarily from improved teaching conditions, enhanced professional growth opportunities, and a more substantial alignment with the school's educational goals, contributing to a more satisfying and empowering work environment for educators.

Relationship between School-Based Management and Job Satisfaction of Public Secondary School Teachers

Displayed in table 5.3 is the analysis results examining the relationship between school-based management and job satisfaction among public secondary school teachers. The data indicated an overall correlation coefficient of .943, which was significant at 0.05. A significant relationship exists between school-based management and job satisfaction. When correlating indicators of school-based management with job satisfaction, all indicators were significant: .946 for school leadership, .933 for the school improvement process, .932 for school-based resources, and .929 for school performance accountability.

Table 5.3

Significance on the Relationship between School-Based Management and Job Satisfaction of Public Secondary School Teachers

| School-Based Management | Job Satisfaction | | | | | | |
|-----------------------------------|---------------------------|-------------|-----------------|--------------------------------|-----------|------------------------------|---------|
| | Opportunities and Rewards | Supervision | Fringe Benefits | Operating Rules and Procedures | Coworkers | The Nature of Work Performed | Overall |
| School Leadership | .866** | .948** | .912** | .888** | .925** | .917** | .946** |
| | .000 | .000 | .000 | .000 | .000 | .000 | .000 |
| School Improvement Process | .868** | .940** | .882** | .860** | .923** | .915** | .933** |
| | .000 | .000 | .000 | .000 | .000 | .000 | .000 |
| School-Based Resources | .873** | .934** | .882** | .871** | .917** | .903** | .932** |
| | .000 | .000 | .000 | .000 | .000 | .000 | .000 |
| School Performance Accountability | .865** | .924** | .883** | .886** | .908** | .895** | .929** |
| | .000 | .000 | .000 | .000 | .000 | .000 | .000 |
| Overall | .875** | .944** | .897** | .884** | .926** | .915** | .943** |
| | .000 | .000 | .000 | .000 | .000 | .000 | .000 |

The results demonstrate a robust and statistically significant association between school-based management (SBM) and job satisfaction among public secondary school teachers. This is reflected by an overall correlation coefficient of 0.943 at a 0.05 significance level. The strong correlation indicates that effective SBM practices may enhance teacher job satisfaction, a critical factor in cultivating a motivated and dedicated teaching workforce. Analysis of specific SBM indicators indicates that school leadership, school improvement processes, school-based resources, and school performance accountability exhibit strong positive correlations with job satisfaction, with correlation coefficients of 0.946, 0.933, 0.932, and 0.929, respectively. Strong leadership, continuous school improvement, adequate resources, and accountability mechanisms are essential to SBM that enhance teacher satisfaction. The data highlight the significance of empowering schools via SBM to foster a supportive environment that enhances teacher morale, decreases turnover, and improves student outcomes.

The research by Bongcayao et al. (2023) supports the significant relationship between job satisfaction and school-based management. The study indicates that favorable working conditions, characterized by an inclusive and participative work environment, significantly influence job satisfaction among senior high school teachers. Effective school-based management practices often create environments that enhance educators' empowerment and decision-making involvement, increasing their commitment to organizational goals and overall job satisfaction.

Furthermore, the relationship between school-based management (SBM) and job satisfaction warrants investigation. In the Philippines, SBM is an approach to increase school autonomy by involving stakeholders, including teachers, parents, and community members, in the management process to improve educational outcomes and job satisfaction. DepEd Order No. 007, s. 2024 highlights the significance of local management and stakeholder involvement, which are fundamental to School-Based Management (SBM).

Influence of School Leadership, Instructional Management, School-Based Management on the Job Satisfaction of Public Secondary School Teachers

Displayed in Table 6 the influence of school leadership, instructional management, and school-based management on the job satisfaction of public secondary school teachers. Moreover, as indicated in the F-value of 1790.772 with a corresponding p-value of less than 0.05, the regression model is therefore significant. Hence, it leads to the rejection of the null hypothesis. It could be stated that there is a variable that can predict the job satisfaction of public secondary school teachers.

Furthermore, the R^2 of .931 signifies that 93.1 percent of the variation in job satisfaction is described by the predictor variables, school leadership, instructional management, and school-based management. This means that 6.9 percent of the variation could be attributed to other factors besides the three variables.

The presentation showed that the standard coefficient of school-based management has the highest beta of .623. It indicates that team effectiveness significantly influences the job satisfaction of public secondary school teachers compared to school leadership with .541 and instructional management with -.173 beta.

Table 6

Significance on the influence of School Leadership, Instructional Management and School-Based Management on the Job Satisfaction of Public Secondary School Teachers

| <i>Job Satisfaction</i> | | | | |
|---------------------------------|-----------------|---------------------------|---------------|-------------|
| (Variables) | B | β | T | Sig. |
| Constant | -.346 | | -5.518 | .000 |
| School Leadership | .616 | .541 | 12.783 | .000 |
| Instructional Management | -.204 | -.173 | -3.188 | .002 |
| School-Based Management | .654 | .623 | 16.819 | .000 |
| R | .965 | | | |
| R² | .931 | | | |
| ΔR | .931 | | | |
| F | 1790.772 | | | |
| P | .000 | | | |

The findings are supported by Leithwood & Sun (2019), which align with extensive educational research documenting the significance of school leadership, instructional management, and school-based management (SBM) in influencing the job satisfaction of public secondary school teachers. School leadership, defined by the actions and vision of the principal and administrative staff, establishes the tone for the school's climate and culture. Effective leaders enhance teacher satisfaction by fostering a supportive work environment and advocating for resources that facilitate teaching and learning. Instructional management encompasses the strategies employed by school leaders to enhance teaching practices, facilitate curriculum implementation, and promote student learning, thus serving a vital function. Also, Robinson, Lloyd, and Rowe (2018) support the idea that teachers who receive regular and constructive feedback and support in instructional management experience higher levels of job satisfaction, attributed to an increased sense of efficacy and professional competence.

SBM involves teachers in decision-making processes that affect their daily work and professional environment, resulting in increased empowerment and satisfaction. This is further supported by Ingersoll, Sirinides, and Dougherty (2018) that school-based management (SBM) enhances teacher retention by fostering job satisfaction through increased autonomy and participation in school governance. The interconnectedness of these factors significantly contributes to the organizational health of schools and teachers' job satisfaction, underscoring the importance of comprehensive leadership and management strategies in educational contexts.

Generated Structural Models

This section examines the relationships among the variables in the study. Three models were developed to identify the optimal fit for job satisfaction among public secondary school teachers in Region XI. The models were evaluated using the specified fit indicators, which provided the basis for accepting or rejecting the model. This study generated three models to achieve the optimal fit. Table 10 summarises the fit reliability for the three generated models. All indicators must align with the specified criteria for a model to be deemed the best fit. The chi-square value relative to degrees of freedom should be less than two and more significant than zero, while the corresponding p-value must exceed 0.05. The root mean square error approximation value must be less than 0.05, whereas the corresponding P-close value should exceed 0.05. Other indicators such as Normed Fit, Tucker-Lewis, Comparative Fit, and Goodness of Fit should exceed 0.95.

The initial generated model failed to illustrate the interconnections among the exogenous variables, school leadership, instructional management, and school-based management, yet demonstrated a direct relationship with the endogenous variable, job satisfaction. Model 1, as shown in Figure 2 in the appendices, demonstrates that all indicators for both exogenous and endogenous variables are retained. Data presented in Table 7 indicate that the values exceeded or fell short of the established criteria, failing to meet acceptable ranges; thus, model 1 demonstrates a poor fit.

The second generated model similarly illustrated the interrelationships among the exogenous variables, school leadership, instructional management, and school-based management, with the endogenous variable, job satisfaction. Model 2, illustrated in Figure 2 of the appendices, demonstrated retained indicators for both variables. Table 7 illustrates that model 2 did not meet the standard criteria for all indicators, resulting in its classification as a poor fit.

Table 7 indicates that model 3 exhibited the most appropriate fit, as all its indices met the required criteria, eliminating the need for additional model generation. The null hypothesis was rejected, asserting the absence of a best fit model for job satisfaction.

Table 7

Summary of Goodness of Fit Measures of the Three Generated Models

| Model | P-value (>0.05) | CMIN / DF (0<value<2) | GFI (>0.95) | CFI (>0.95) | NFI (>0.95) | TLI (>0.95) | RMSEA (<0.05) | P-close (>0.05) |
|-------|--------------------|--------------------------|----------------|----------------|----------------|----------------|------------------|--------------------|
| 1 | .000 | 35.195 | .464 | .680 | .674 | .649 | .293 | .000 |
| 2 | .000 | 29.743 | .461 | .734 | .727 | .705 | .268 | .000 |
| 3 | .343 | 1.124 | .996 | 1.000 | .999 | .999 | .018 | .851 |

Legend: CMIN/DF – Chi Square/Degrees of Freedom

NFI – Normed Fit Index

GFI – Goodness of Fit Index

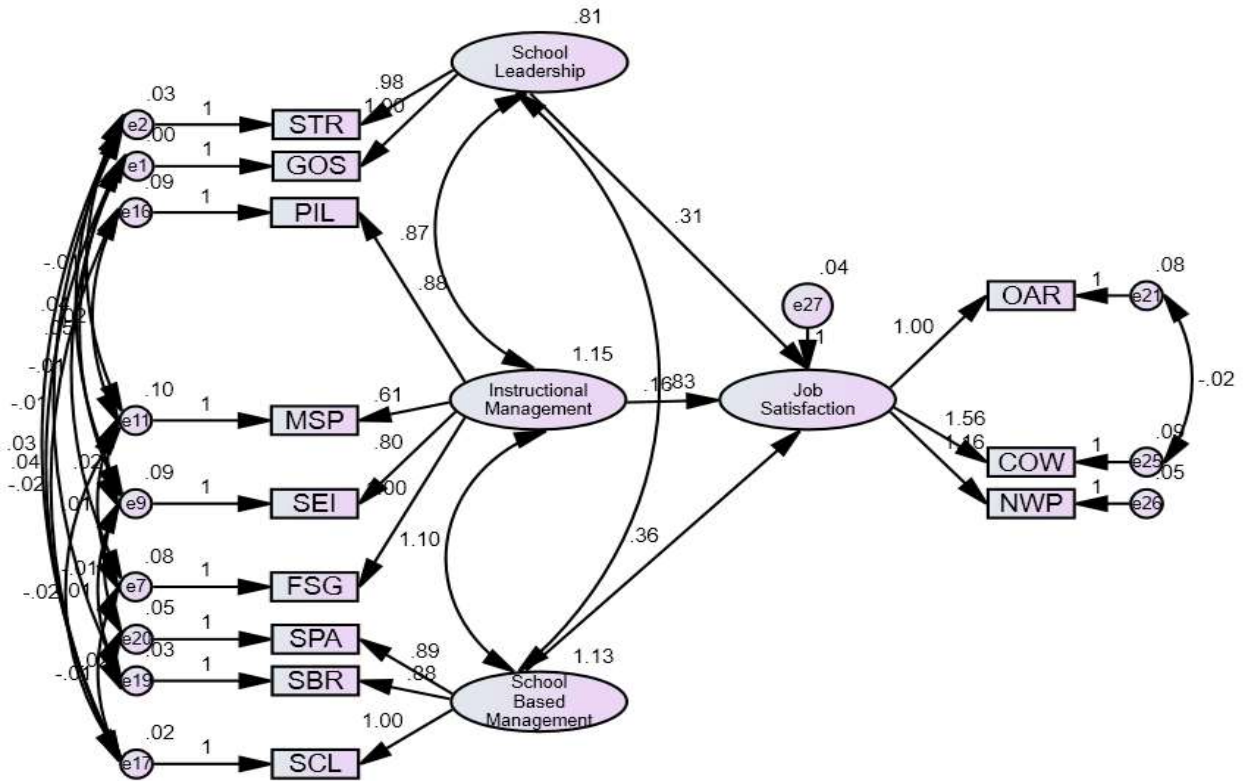
TLI – Tucker-Lewis Index

RMSEA – Root Mean Square of Error Approximation CFI- Comparative Fit Index

Best Fit Model of Job Satisfaction

Presented in Figure 4 is the standard estimates of Generated Model 3. Model 3 illustrates the interrelationship among the latent exogenous variables, school leadership, instructional management, and school-based management, as well as their direct relationship with the latent endogenous variable, job satisfaction of public secondary school teachers. Model 3 indicates that school leadership, instructional management, and school-based management are exogenous variables directly influencing job satisfaction. The model demonstrated the interrelation among these three exogenous variables. Instructional management is directly related to school leadership and school-based management. Additionally, school leadership exhibited a direct relationship with school-based management.

Furthermore, Figure 4 illustrates those two of the six indicators of school leadership, specifically strategic resourcing and normative commitment, are significant predictors of job satisfaction. In the realm of instructional management, four out of ten indicators—namely, providing incentives for learning, monitoring students' progress, supervising and evaluating instruction, and framing school goals—impact job satisfaction.



Legend:

- STR- Strategic Resourcing
- GOS- Goal Setting
- PIL- Provide Incentives for Learning
- MSP- Monitor Student Progress
- SEI- Supervise & Evaluate Instruction
- FSG- From the School Goals
- SPA- School Performance Accountability
- SBR- School-Based Resources
- SCL- School Leadership
- OAR- Opportunities and Rewards
- COW- Coworkers
- NWP- The Nature of Work Performed

Figure 4. Best Fit Model 3

In the context of school-based management, three out of four indicators, school performance accountability, school-based resources, and school leadership, significantly impact job satisfaction. The results indicate that job satisfaction is fundamentally linked to school leadership, assessed through goal setting, strategic resourcing, curriculum quality, teaching quality, teacher development, and a safe, orderly environment. Instructional management encompasses framing and communicating school goals, supervising and evaluating instruction, coordinating the curriculum, monitoring student progress, protecting instructional time, maintaining visibility, providing teacher incentives, promoting professional development, and incentivizing learning. School-based management involves school leadership, the school improvement process, allocation of school-based resources, and accountability for school performance. The generated structural model 3 demonstrates a direct relationship between the exogenous and endogenous variables. As an endogenous variable, job satisfaction is assessed through various factors, including opportunities and rewards, supervision, fringe benefits, operating rules and procedures, coworkers, and work.

However, the model indicated that only three indicators were effective with job satisfaction: opportunities and rewards, coworkers, and the nature of work. The quality of curriculum, teaching, teacher learning and development, and maintaining a safe and orderly environment are critical aspects of school leadership. Effective communication of school goals, curriculum coordination, management of instructional time, visibility, teacher incentives, and promotion of professional development in instructional management and supervision are essential. However, implementing fringe benefits and operating rules within school-based management failed to achieve the desired outcomes. Therefore, these factors do not predict job satisfaction for public secondary school teachers in Region XI.

The findings align with Day, Gu, and Sammons (2016), indicating that the interaction of school leadership, instructional management, and school-based management significantly influences public secondary school teachers' job satisfaction. Effective school leadership, particularly transformational leadership, fosters a healthy and stimulating work environment, positively impacting teacher morale and job satisfaction. Additionally, instructional management is critical, involving leaders' active efforts to improve teachers' instructional methods.

Furthermore, the findings are supported by Harris and Chapman (2019), indicating that fostering a sense of ownership and control within the workplace through school-based management provides teachers with increased autonomy and involvement in decision-making can improve job satisfaction. These components illustrate the dynamic connections between management techniques, leadership philosophies, and decentralized management and their impact on teachers' job satisfaction in education.

Presented in table 8.1 is the regression weights demonstrating the influence between latent variables and between measured and latent variables.

Table 8.1

Regression Weights of the 3 Generated Models

| Model | Exogenous Variables to Endogenous Variable | | |
|-------|--|--------------------------|-------------------------|
| | School Leadership | Instructional Management | School-based Management |
| 1 | .385*** | .036*** | .429*** |
| 2 | .448*** | -.033 ^{NS} | .444*** |
| 3 | .305*** | .161 ^{NS} | .362*** |

Presented in table 8.2 is the significant influence of school-based management on instructional management, with an estimated value of 1.096 and a standard estimate of 0.080. Similarly, the relationship between school-based management and school leadership is quantified with an estimated value of 0.827 and a standard estimate of 0.065. Instructional management demonstrates a substantial correlation with organizational commitment, evidenced by an estimated value of .873 and a standard estimate of .066. Given a significant level of 0.05, all variables are deemed significant.

Table 8.2

Covariances: (Group number 1 – Best Fit Model)

| Variables | | Estimates | S.E. | P-value | |
|---------------------------------|------|---------------------------------|--------------|-------------|------------|
| Instructional Management | <--> | School-Based Management | 1.096 | .080 | *** |
| School Leadership | <--> | School-Based Management | .827 | .065 | *** |
| School Leadership | <--> | Instructional Management | .873 | .066 | *** |

Job satisfaction among public secondary school teachers is a significant factor in educational research, significantly affecting teacher retention, performance, and overall school effectiveness. This is supported by Shen et al. (2019) that teacher job satisfaction significantly increases when there is support from administrators and a degree of autonomy in teaching practices. Collegiality fosters a supportive and collaborative professional environment, significantly contributing to job satisfaction. The elements enhance teachers' workplace well-being and positively influence their commitment and effectiveness, which is essential for student success. Enhancing administrative support, promoting autonomy, and fostering a collegial atmosphere in schools may increase teacher job satisfaction.

Conclusion and Recommendation

The study concludes that school leadership, instructional management, and school-based management significantly influence job satisfaction among public secondary school teachers in Region XI. Model 3, identified as the best-fit model, demonstrated that strategic resourcing, goal setting, and a supportive environment in school leadership, in conjunction with curriculum coordination and professional incentives in instructional management, are positively correlated with job satisfaction. Elements of school-based management, including leadership and performance accountability, contribute to increased satisfaction. This indicates that implementing comprehensive leadership and instructional practices aligned with the Matatag curriculum and the Sustainable Development Goals (SDGs) promotes a work environment that enhances teacher satisfaction and student success.

The path-goal theory of leadership substantiates the finding, which posits that a leader's actions can influence followers' performance and satisfaction by facilitating the achievement of desired outcomes, thereby enhancing job satisfaction. Effective school leadership that provides resources, support, and clear direction enhances teachers' ability to achieve learning objectives in the classroom and increases their job satisfaction. The research conducted by Leithwood, Harris, and Hopkins (2020) demonstrates that school leadership significantly impacts the organizational characteristics of schools, which in turn affects the quality of instruction and learning. Furthermore, they claimed that school leadership enhances teaching and learning significantly and indirectly by improving the optimal classroom and school conditions that promote students' academic success.

The concept of instructional management, wherein leaders actively influence curriculum and teaching practices, is consistent with transformational leadership theory. This theory emphasizes that leaders who inspire, intellectually stimulate, and address the individual needs of their followers can create

an environment conducive to increased job satisfaction and commitment (Bass, 1985). School leaders involved in instructional management contribute to establishing a supportive and stimulating educational environment, potentially enhancing teacher satisfaction by clarifying and making job roles more attainable. Niwaz, Khan, and Naz (2021) have observed related findings and proposed that a well-organized classroom can improve managing disruptive behaviors and maintaining a calm teaching and learning environment. They employ inquiry-based learning, group projects, and collaborative learning in the classroom to address instructional concerns.

Furthermore, school-based management, which delegates decision-making authority to the school level, can be associated with theories of employee empowerment. SBM is executed under the Department of Education's policies, highlighting the principles of shared Governance and continuous improvement, as specified in DepEd Order No. 007, s. 2024. The orders emphasize the significance of local decision-making in enhancing educational outcomes and meeting the diverse needs of schools.

Tansiri, Irfan, and Bong (2019) emphasized that various measures were implemented to enhance school-community relations. These measures included establishing and empowering a school committee, conducting regular quarterly meetings with the committee, mandating parents to collect their children's report cards each quarter, and cultivating a relationship with the community to facilitate active participation in school improvement. The findings revealed that school personnel engaged in the supervision and development of teachers by facilitating their participation in decision-making, enabling attendance at training sessions, and allowing those who wish to pursue a degree to do so.

These theories and findings indicate that effective school leadership, through the management of instruction and decentralization of decision-making via school-based management, improves job satisfaction among teachers. Such leadership styles and management practices address teachers' professional needs for autonomy, competence, and relatedness, thereby fostering a more fulfilling and motivating work environment. This theoretical integration provides an understanding of the interplay between school leadership, instructional management, and school-based management, which can be strategically utilized to enhance job satisfaction in educational settings.

Considering the significant impact of leadership on teacher satisfaction, school leaders should focus on establishing a safe and orderly environment while also employing effective goal-setting and strategic resource allocation. This approach is consistent with SDG 4 (Quality Education) and the Matatag curriculum's dedication to equitable and high-quality educational settings.

Professional development and curriculum coordination play a crucial role in influencing teacher satisfaction. Therefore, schools should prioritize ongoing professional development programs and implement incentive systems to enhance instructional success. Safeguarding instructional time and establishing clear objectives can enhance educators' professional development and job satisfaction. The research indicates that SBM is essential for job satisfaction, especially regarding accountability and resource provision. Schools should enable teachers to participate in decision-making to foster ownership and satisfaction. These practices contribute to SDG 4 and the collaborative framework of the Matatag curriculum, promoting a resilient educational environment.

The Department of Education must ensure that teachers have access to diverse training programs that enhance instructional skills and equip them with practical classroom management tools. Furthermore, creating a platform for educators to exchange best practices and innovative teaching strategies can enhance their professional standing and support their development. School leaders should enhance their leadership approach by promoting a comprehensive and participatory culture within their institutions. Recommendations for educators emphasize opportunities for career progression and professional growth.

Future research should investigate the components of Model 3 to improve its predictive capacity, with particular emphasis on the impact of collaborative strategies among school leadership, instructional management, and school-based management on teacher job satisfaction. Furthermore, examining the influence of these variables on student outcomes may yield an additional understanding of the role educational leadership models play in overall school success.

In conclusion, adopting a holistic approach that combines effective school leadership, dynamic instructional management, and strong school-based management can significantly improve teacher satisfaction and enhance the educational experience for all stakeholders. The cumulative impact of these recommendations is expected to enhance teaching effectiveness, increase job satisfaction among educators, and improve student outcomes, ultimately benefiting the overall education system.

References

- Baluyos, G., Rivera, H. and Baluyos, E. (2019) Teachers' Job Satisfaction and Work Performance. *Open Journal of Social Sciences*, 7, 206-221. doi: [10.4236/jss.2019.78015](https://doi.org/10.4236/jss.2019.78015)
- Bongcayao, et al. (2023): "A Structural Model of Job Satisfaction, Professional Competencies, and Work Attitudes on Teacher Performance" discusses the intersection of job satisfaction and participatory practices in education
- Chow J. C., Cunningham J. E., Wallace E. S. (2020). Interaction-centered model of language and behavioral development. In Farmer T. W., Conroy M. A., Farmer E. M. Z., Sutherland K. S. (Eds.), *Handbook of research on emotional and behavioral disorders* (pp. 83–95). Routledge.

- Cunningham J. E., Chow J. C., Meeker K. A., Taylor A., Hemmeter M. L., Kaiser A. P. (2023). A conceptual model for a blended intervention approach to support early language and social-emotional development in toddler classrooms. *Infants & Young Children*, 36(1), 53–73. <https://doi.org/10.1097/IYC.000000000000232>
- Dziuba, Szymon & Ingaldi, Manuela & Zhuravskaya, Marina. (2020). Employees' Job Satisfaction and their Work Performance as Elements Influencing Work Safety. *System Safety: Human - Technical Facility - Environment*. 2. 18-25. 10.2478/czoto-2020-0003.
- Gallup, S. 2020. Available online: <https://www.gallup.com/workplace/316064/employee-engagement-hits-new-high-historicdrop.aspx> (accessed on 10 June 2022).
- Grissom, J. A., Egalite, A. J., & Lindsay, C. A. (2021). How principal leadership and person-job fit are associated with teacher mobility and attrition. *Educational Administration Quarterly*, 57(1), 5-39. doi: 10.1177/0013161X20950476
- Hackman, J. R., & Oldham, G. R. (1976). Motivation through the design of work: Test of a theory. *Organizational Behavior and Human Performance*, 16(2), 250-279. [https://doi.org/10.1016/0030-5073\(76\)90016-7](https://doi.org/10.1016/0030-5073(76)90016-7)
- Hallinger, P., & Wang, W.-C. (2020). Assessing instructional leadership with the Principal Instructional Management Rating Scale. *Journal of Educational Administration*. 58(4), 409-427. DOI: 10.1108/JEA-11-2019-0232
- Hallinger, P., & Heck, R. H. (2010). Collaborative leadership and school improvement: Understanding the impact on school capacity and student learning. *School Leadership & Management*, 30(2), 95-110.
- Hallinger, P. & Murphy, J. (1985). Assessing the instructional management behavior of principals. *Elementary School Journal*, 85(4).
- Hallinger, P. & Murphy, J. (1985). Instructional leadership and school socio-economic status: a preliminary investigation. *Administrator's Notebook*, 31(5), 1-4.
- Herzberg F, Mausner B, Snyderman BB (1959). *The motivation to work*. New York Wiley. pp. 157.
- Harris, A., & Chapman, C. (2019). Democratic leadership for school improvement in challenging contexts. *International Journal of Leadership in Education*, 22(3), 378-391.
- International Journal of Educational Administration and Policy Studies. (2021). Factors affecting job satisfaction among teachers in public secondary schools.
- Leithwood, K., A. Harris, and D. Hopkins. 2020. "Seven Strong Claims about Successful School Leadership Revisited." *School Leadership & Management* 40 (1): 5–22. <https://doi.org/10.1080/13632434.2019.1596077>.
- Modise, L. (2023). Leadership Practices and Job Satisfaction in Educational Institutions. *International Journal for Multidisciplinary Research*.
- Montuori, P.; Sorrentino, M.; Sarnacchiaro, P.; Di Duca, F.; Nardo, A.; Ferrante, B.; D'Angelo, D.; Di Sarno, S.; Pennino, F.; Masucci, A.; et al. Job Satisfaction: Knowledge, Attitudes, and Practices Analysis in a Well-Educated Population. *Int. J. Environ. Res. Public Health* 2022, 19, 14214. <https://doi.org/10.3390/ijerph192114214>
- Niwaz, A., Khan, K., and Naz, S. (2021). Exploring Teachers' Classroom Management Strategies Dealing with Disruptive Behavior of Students in Public Schools. *Ilkogretim Online*, 20(2), 1596-1617.
- PLOS ONE. (2022). The influence of school climate on teachers' job satisfaction: The mediating role of teachers' self-efficacy.
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68-78. DOI:10.1037//0003-066X.55.1.68
- Salas-Vallina, A., Alegre, J., & Fernández, R. (2021). Exploring the relationship between leadership, job satisfaction, and organizational outcomes: The role of motivation. *International Journal of Environmental Research and Public Health*, 18(15), 7981. <https://doi.org/10.3390/ijerph18157981>
- Sandrin, E., Gillet, N., Fernet, C., and Leloup, M. (2019). Effects of motivation and workload on firefighters' perceived health, stress, and performance. *Stress Health* 35, 447–456. doi: 10.1002/smi.2873
- Shen, J., Wu, H., Reeves, P.L., Zheng, Y., Ryan, L., & Anderson, D. (2020). The association between teacher leadership and student achievement: A meta-analysis. *Educational Research Review*, 31, 100357.
- Shen, J., Leslie, J. M., Spybrook, J. K., Ma, X., & Owusu, K. (2019). Teacher job satisfaction and student achievement: The roles of teacher professional community and teacher collaboration in schools. *American Journal of Education*, 125(2), 215-240.
- Siti Norziah Ismail, & Mahfuzah Meran. (2021). The Relationship Between Teacher's Job Satisfaction with Teacher's Job Performance at Primary Schools. *Research in Management of Technology and Business*, 2(1), 293–307. Retrieved from <https://publisher.uthm.edu.my/periodicals/index.php/rmtb/article/view/1829>

- Sprick J., Sprick R., Edwards J., Coughlin C. (2021). CHAMPS: A proactive & positive approach to classroom management. Safe & Civil Schools, Ancora Publishing.
- Stepanek, S., & Paul, M. (2023, November 29). Umbrella summary: Job satisfaction. Quality Improvement Center for Workforce Development. <https://www.qic-wd.org/umbrella-summary/job-satisfaction>
- Sutherland, J. (2021). Applying Herzberg's Two-Factor Theory to teacher job satisfaction: New insights. *Teaching and Teacher Education*, 97, 103226.
- Tansiri, Irfan & Bong, You. (2019). The Analysis of School-Based Management (SBM) Implementation to the Educational Quality Service of State Junior High School. 10.2991/icream-18.2019.89.
- Tavakoli, M., & Hassani, H. (2022). The interplay of motivational factors and teacher performance: Insights from Herzberg's Theory. *International Journal of Educational Development*, 91, 102602.
- Teaching and Learning International Survey (TALIS). (2018). OECD report on working conditions and teacher satisfaction.
- The Human Capital Hub. (2023). The job characteristics model: everything you need to know. Retrieved from Human Capital Hub.
- Toropova, A., Myrberg, E. & Johansson, S. (2021) Teacher job satisfaction: the importance of school working conditions and teacher characteristics, *Educational Review*, 73:1, 71-97, DOI: [10.1080/00131911.2019.1705247](https://doi.org/10.1080/00131911.2019.1705247)
- Tirta, A.H. and Enrika, A. (2020). Understanding the Impact of Reward Recognition, Work Life Balance, on Employee Retention with Job Satisfaction as Mediating Variable on Millennials in Indonesia. *Journals of Business and Retail Management Research*, 14 (13), pp. 88 - 98. Retrieved on July 06, 2022, from https://jbrmr.com/cdn/issue_file/2021-03-23-10-41-21-AM.pdf#page=94
- Zhang, X., Zhao, C., Xu, Y., & Liu, S. (2021). Kernel causality among teacher self-efficacy, job satisfaction, school climate, and workplace well-being and stress. *Frontiers in Psychology*.