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Perceived Supervisory Support of School Heads and Its Influence on Self-Efficacy and Job Satisfaction of Teachers in Selected Elementary Schools

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Abstract:

This study examined the influence of perceived supervisory support of school heads on self-efficacy and job satisfaction of elementary school teachers in Toledo City Division for School Year 2026-2027. Using a quantitative descriptive-correlational design, 63 teachers from North City Central School and Sangi Elementary School were selected through stratified random sampling. Three standardized instruments were utilized: Survey of Perceived Supervisory Support (Kottke & Sharafinski, 1988), Teachers' Sense of Efficacy Scale – Long Form (Tschannen-Moran & Hoy, 2001), and Minnesota Satisfaction Questionnaire Short Form (Weiss et al., 1967). Data were analyzed using frequency, percentage, mean, standard deviation, and Pearson Product-Moment Correlation at $\alpha = 0.05$. Findings revealed that respondents were predominantly female (93.65%), aged 41-50 (39.68%), married (71.43%), with 16+ years teaching experience (42.86%), and Teacher III rank (60.32%). Teachers perceived high supervisory support (M=3.74, SD=0.50), very high self-efficacy across student engagement (M=4.21), instructional strategies (M=4.41), and classroom management (M=4.31) with overall M=4.31, and high job satisfaction (M=3.98). Correlation analysis showed no significant relationship between supervisory support and self-efficacy (r=0.235, p=0.065) and job satisfaction (r=0.199, p=0.118), thus null hypotheses were retained. However, self-efficacy significantly correlated with job satisfaction (r=0.412, p=0.001). Based on results, Project ASSIST was proposed to transform supervision from administrative monitoring to clinical coaching, reduce non-teaching workload, and mobilize self-efficacy through peer mentorship.

Keywords: supervisory support, teacher self-efficacy, job satisfaction, elementary education, instructional leadership, Project ASSIST

Introduction:

The effectiveness of any education system is fundamentally anchored on the quality, motivation, and well-being of its teachers. Teachers remain the most influential school-based factor affecting student learning outcomes. In recent years, however, the teaching profession has become increasingly complex due to curriculum reforms, integration of technology, diverse learner needs, accountability pressures, and expanded administrative responsibilities. In the Philippines, the implementation of the K to 12 curriculum and the Philippine Professional Standards for Teachers (PPST) has raised expectations for teacher competence, professional development, and reflective practice, placing additional demands on elementary school teachers.

Supervisory support from school heads plays a critical role in helping teachers navigate these challenges. School heads provide instructional guidance, mentoring, feedback, and opportunities for professional growth. When teachers perceive their supervisors as supportive, they feel valued, motivated, and empowered. Literature indicates that perceived supervisory support (PSS) fosters positive school climate, enhances teacher retention, and mitigates burnout (Nguyen et al., 2022; OECD, 2023). Liu and Hallinger (2023) emphasized that supportive supervision creates enabling conditions that strengthen teacher dedication and professional performance. In the context of Organizational Support Theory (Eisenberger et al., 1986), employees develop generalized beliefs about the extent to which the organization values their contributions and cares for their well-being, largely shaped by interactions with supervisors.

Two critical psychological outcomes influenced by supervisory support are teacher self-efficacy and job satisfaction. Self-efficacy, grounded in Bandura's Social Cognitive Theory (1977, 1986), refers to teachers' beliefs in their capability to organize and execute courses of action required to accomplish teaching tasks, including engaging

students, employing instructional strategies, and managing classrooms. High self-efficacy is associated with persistence, adoption of innovative methods, and resilience in facing classroom challenges (Zee & Koomen, 2022). Job satisfaction, as conceptualized by Herzberg's Two-Factor Theory (1959), reflects teachers' affective evaluation of their work in terms of achievement, recognition, working conditions, and supervision. High job satisfaction enhances commitment and reduces attrition, while low satisfaction contributes to burnout and turnover (Skaalvik & Skaalvik, 2023; Toropova et al., 2022).

Recent studies have shown interconnections among these constructs. Chen (2025) found that perceived organizational support positively influences job satisfaction with work engagement as a mediator. Emerald Publishing (2026) reported that supervisor support significantly improves teachers' affective commitment and self-efficacy. Yin (2025), using TALIS data, demonstrated that teachers with higher self-efficacy reported higher job satisfaction. Despite international evidence, empirical studies within the Philippine context, particularly in Toledo City Division, remain limited. Elementary teachers in North City Central and Sangi Elementary schools contend with multifaceted demands—curriculum delivery, diverse student needs, administrative reporting, and professional development—necessitating supportive supervision that strengthens confidence and satisfaction.

This study therefore investigated the perceived supervisory support and its influence on self-efficacy and job satisfaction of elementary teachers in selected schools in Toledo City Division. Specifically, it aimed to describe respondent profiles, assess levels of supervisory support, self-efficacy, and job satisfaction, test relationships among variables, and propose an evidence-based action plan, Project ASSIST (Advanced Supervisory Support, Instructional Empowerment, and Satisfaction Transformations), to realign supervision toward clinical coaching, reduce non-teaching burdens, and leverage peer mentorship to sustain teacher empowerment and improved educational outcomes.

Literature Review:

Perceived Supervisory Support (PSS) has been extensively examined through Organizational Support Theory (OST). Eisenberger et al. (1986) posited that employees form perceptions of organizational support based on how supervisors value their contributions and care for their well-being. Kottke and Sharafinski (1988) operationalized this as perceived supervisory support, developing a 16-item scale widely used in educational research. In schools, PSS manifests through mentoring, constructive feedback, involvement in decision-making, and recognition. Li et al. (2025) in BMC Psychology found that PSS directly enhances teacher self-efficacy and affective commitment, which in turn improves performance. Wang (2024) demonstrated that supervisory support is the strongest predictor of teacher engagement and organizational commitment. In the Philippine setting, DepEd Order No. 2, s. 2015 on RPMS emphasizes supportive supervision, yet implementation varies across divisions. Studies in low-resource contexts note that administrative workload often overshadows instructional coaching, limiting perceived support.

Teacher self-efficacy has been conceptualized through Bandura's Social Cognitive Theory, which highlights triadic reciprocity among personal factors, behavior, and environment. Tschannen-Moran and Hoy (2001) developed the Teachers' Sense of Efficacy Scale (TSES) with three domains: student engagement, instructional strategies, and classroom management. Empirical evidence consistently links self-efficacy to student outcomes. Vatou et al. (2022) found that teachers' social self-efficacy significantly predicts quality of teacher-student relationships. Emiru (2024) showed that self-efficacy strongly influences students' learning engagement, as efficacious teachers foster active participation. Jud et al. (2025) demonstrated that mastery experiences and vicarious learning through professional development enhance self-efficacy for promoting self-regulated learning. Li et al. (2023) reported that collaborative school culture and leadership support build self-efficacy. In elementary schools, self-efficacy is particularly crucial due to foundational learning stages requiring varied pedagogical approaches.

Job satisfaction has been explained by Herzberg's Two-Factor Theory, distinguishing motivators (achievement, recognition, growth) from hygiene factors (supervision, working conditions, policy). The Minnesota Satisfaction Questionnaire (Weiss et al., 1967) differentiates intrinsic satisfaction (e.g., accomplishment) and extrinsic satisfaction (e.g., supervision). Alrawahi et al. (2020) applied Herzberg's theory in Omani hospitals, confirming motivators enhance satisfaction while hygiene factors prevent dissatisfaction. Bhatia and Williams (2023) identified supervisory support and organizational climate as key hygiene factors influencing higher education employees. Hassanein et al. (2025) emphasized that supportive leadership reduces dissatisfaction and enables achievement and growth. In

education, Toropova et al. (2022) found that school working conditions and teacher characteristics significantly predict job satisfaction. Skaalvik and Skaalvik (2023) linked low satisfaction to burnout and intention to leave.

The relationship between PSS, self-efficacy, and job satisfaction has yielded mixed findings. Chen (2025) reported that perceived organizational support positively influences job satisfaction, mediated by work engagement. Siddiqi (2025) found that supervisor recognition and concern enhance dedication and satisfaction, with self-efficacy as a bridge. A study in Emerald (2026) revealed that support from school heads significantly improves affective commitment and self-efficacy. However, some studies report weak or non-significant direct links, suggesting contextual moderators such as workload, school culture, and teacher experience. The present study addresses this gap by examining these relationships in Toledo City elementary schools, where teachers face high administrative demands alongside instructional roles. The legal framework supporting this inquiry includes RA 9155 (Governance of Basic Education Act) granting school heads instructional leadership, RA 10533 (K to 12 Law) mandating teacher competence, and RA 7836/9293 (Philippine Teachers Professionalization Act) establishing professional standards operationalized through PPST (DepEd, 2017).

Synthesis of literature indicates that while supervisory support is theorized to enhance self-efficacy and satisfaction, its actual influence may be conditioned by how support is enacted—whether as administrative monitoring or clinical coaching. Teachers with long tenure and high intrinsic motivation, as observed in this study's sample (42.86% with 16+ years), may sustain high self-efficacy independently of supervisory support, drawing from mastery experiences. Nevertheless, self-efficacy remains a robust predictor of job satisfaction, as teachers who feel competent derive greater fulfillment. This review underscores the need to reframe supervision toward empowerment, peer collaboration, and workload optimization, forming the basis for Project ASSIST.

Methodology:

Research Design

This study employed a quantitative descriptive-correlational design. The descriptive component assessed levels of perceived supervisory support, teacher self-efficacy, and job satisfaction. The correlational component examined relationships among variables using Pearson Product-Moment Correlation. This design is appropriate when variables occur naturally without manipulation, aiming to establish predictive links (Creswell & Creswell, 2022).

Research Environment and Respondents

The study was conducted in two selected elementary schools in Toledo City Division: North City Central School (n=63, 72.41% of population) and Sangi Elementary School (n=24, 27.59%). Both schools are recognized for academic and co-curricular achievements, reflecting performance-driven cultures. The final sample comprised 63 teachers who returned complete questionnaires from an 87-teacher population, selected via stratified random sampling with 72.4% response rate. Inclusion criteria: permanent elementary teachers with at least one year teaching in the school. Exclusion: substitute teachers and those on leave during SY 2026-2027.

Research Instruments

Three standardized instruments were adapted: (1) Survey of Perceived Supervisory Support (SPSS) by Kottke & Sharafinski (1988) – 9 items on 5-point Likert (1=Strongly Disagree to 5=Strongly Agree), with reverse-scored item. Reliability α=0.88 in original study. (2) Teachers' Sense of Efficacy Scale (TSES) Long Form by Tschannen-Moran & Hoy (2001) – 24 items, 3 domains: student engagement (8 items), instructional strategies (8 items), classroom management (8 items), rated 1=Nothing to 5=A Great Deal. Reliability α=0.90-0.94. (3) Minnesota Satisfaction Questionnaire (MSQ) Short Form by Weiss et al. (1967) – 20 items, 5-point scale (1=Very Dissatisfied to 5=Very Satisfied), measuring intrinsic and extrinsic satisfaction. α=0.85-0.91. All instruments underwent expert validation and pilot testing in a neighboring school (n=15) yielding Cronbach's α of 0.89, 0.92, and 0.87 respectively. Scoring: 4.21-5.00 Very High, 3.41-4.20 High, 2.61-3.40 Moderate, 1.81-2.60 Low, 1.00-1.80 Very Low.

Data Gathering Procedure

Procedure followed three stages. Pre-gathering: Obtained approval from CTU Graduate School, Schools Division Superintendent of Toledo City, and school principals. Informed consent forms explaining purpose, voluntary participation, confidentiality, and Data Privacy Act compliance were prepared. Transmittal letters were distributed. During gathering: Questionnaires were administered through printed forms and secure Google Forms. Respondents were given 5-7 days to complete. Researchers ensured no coercion and allowed withdrawal without penalty. Post-gathering: Submissions were audited for completeness; incomplete responses excluded. Data were encoded in Excel and analyzed using SPSS v27. Descriptive statistics (frequency, percentage, mean, SD) and inferential (Pearson r) were computed. Ethical considerations included anonymity, secure storage, aggregate reporting, and proper citation of instruments.

Statistical Treatment

Frequency and percentage described demographic profile. Weighted mean and standard deviation measured levels of supervisory support, self-efficacy, and job satisfaction. Pearson Product-Moment Correlation Coefficient tested relationships at $\alpha=0.05$ significance level. Interpretation: $|r|$ 0.00-0.19 very weak, 0.20-0.39 weak, 0.40-0.59 moderate, 0.60-0.79 strong, 0.80-1.0 very strong. $p<0.05$ significant.

Results and Discussion:

This section presents, analyzes, and interprets data in IMRAD structure. Data are organized by research questions with tables and figures.

Demographic Profile of Respondents

Table 1 shows distribution of research respondents. Of 87 teachers, 63 provided complete data (72.4% response). North City Central contributed 72.41% due to larger faculty size.

Age and Gender (Tables 2-3, Figure 1 & 2): Respondents were predominantly in mid-career. 39.68% (n=25) were 41-50 years, 33.33% (n=21) 31-40 years, 23.81% (n=15) 51+ years, and only 3.17% (n=2) 20-30 years. This age distribution suggests a mature workforce with extensive tacit knowledge. Gender was heavily skewed female (93.65% female, 6.35% male), consistent with national elementary teacher demographics (OECD, 2023). Feminization of elementary teaching influences supervisory dynamics, as female teachers often report higher relational expectations from leaders.

Civil Status and Teaching Experience (Tables 4-5): 71.43% married, 22.22% single, 6.35% widowed/separated. Married teachers may have additional non-work roles influencing job satisfaction. Experience: 42.86% had 16+ years, 30.16% 6-10 years, 23.81% 11-15 years, 3.17% 0-5 years. Long tenure indicates mastery experiences that build self-efficacy independent of supervision, per Bandura (1986). Teachers with 16+ years have survived curriculum shifts and developed coping strategies, potentially explaining very high self-efficacy despite only high supervisory support.

Position/Rank (Table 6): 60.32% Teacher III, 15.87% Teacher II, 12.70% Teacher IV, 7.94% Teacher I, 3.17% Master Teacher I. Concentration in Teacher III reflects career progression under DepEd's merit system. Master Teachers are expected to mentor peers, which may influence peer-based self-efficacy rather than supervisor-driven.
Figure 1 illustrates age distribution highlighting mid-career dominance. Figure 2 shows gender imbalance. These profiles contextualize findings: mature, experienced, female-dominated faculty with stable ranks.

Level of Perceived Supervisory Support

Overall PSS mean was 3.74 (SD=0.50), categorized as High Support. Table 7 details 9 indicators. Highest was item 1: My supervisor values my contributions (M=3.92, SD=0.45), followed by item 9: If I did best job, supervisor would notice (M=3.90, SD=0.44), and item 3: Appreciates extra effort (M=3.88). Lowest but still high was item 5: Wants to know if I have complaints (M=3.71, SD=0.54). Reverse item 2 scored low mean (M=2.10) indicating disagreement that supervisor would replace them at lower salary, interpreted as High Support after reversal.

Interpretation: Teachers perceive supervisors as valuing and noticing contributions, consistent with OST. However, complaint-handling and considering goals (M=3.76) scored relatively lower, suggesting room to strengthen two-way communication. In Philippine hierarchical culture, teachers may hesitate to voice complaints, and supervisors may focus on compliance rather than participatory decision-making. This aligns with Liu & Hallinger (2023) that supportive supervision must include emotional and instrumental support.

Compared to Alrawahi et al. (2020) hygiene factor threshold, supervisory support above 3.41 prevents dissatisfaction but may not automatically motivate unless combined with motivators like recognition. The high but not very high score suggests supervision is adequate but not transformational.

Framework insight: PSS as hygiene factor explains non-significant correlation with satisfaction later—hygiene prevents dissatisfaction but motivators drive satisfaction.

Level of Teachers' Self-Efficacy

Overall self-efficacy was Very High (M=4.31, SD=0.54). Domain breakdown (Figure 3, Tables 8-11):

Student Engagement (M=4.21, SD=0.56, Very High): Highest item: Help students value learning (M=4.38, SD=0.52), Assist families (M=4.31). Lowest: Motivate low-interest students (M=4.01) and Get through to difficult students (M=4.08) both Quite a Lot. This suggests challenges with disengaged learners, common in post-pandemic context where learning gaps persist. Teachers feel confident in valuing learning but less in reaching hardest-to-reach students, requiring differentiated strategies.

Instructional Strategies (M=4.41, SD=0.52, Very High, highest domain): Highest: Respond to difficult questions (M=4.52, SD=0.48), Provide alternative explanation (M=4.49), Gauge comprehension (M=4.47). Lowest: Provide challenges for capable students (M=4.22) and Adjust lessons to individual level (M=4.32). This indicates strong content delivery and formative assessment, but differentiation for gifted learners needs support. With K-12 competencies, teachers master standard pedagogy but need enrichment for advanced learners.

Classroom Management (M=4.31, SD=0.54, Very High): Highest: Make expectations clear (M=4.50), Establish routines (M=4.45). Lowest: Respond to defiant students (M=4.09) and Keep problem students from ruining lesson (M=4.18) rated High. Classroom management confidence is high for preventive strategies but lower for reactive discipline, aligning with Vatou et al. (2022) that social self-efficacy predicts relational management.

Summary Table 12 shows hierarchy: Instructional > Management > Engagement. This pattern mirrors Tschannen-Moran & Hoy (2001) normative data where instructional strategies typically score highest among experienced teachers. The very high overall efficacy is attributable to mastery experiences (42.86% with 16+ years), vicarious learning from peer Master Teachers, and successful competition coaching experiences in these high-performing schools.

Theoretical alignment: Bandura's sources of efficacy—mastery, vicarious, verbal persuasion, physiological states—are present. Mastery from long tenure, vicarious from observing high-performing colleagues in CVIRAA and press conferences, verbal persuasion from recognition, and positive physiological state from stable employment.

Level of Teachers' Job Satisfaction

Overall job satisfaction M=3.98 (SD=0.45), High Satisfaction bordering Very High. Detailed items (Table 13, Figure 5): Highest were steady employment (M=4.31, SD=0.38, Very High), Being able to do things not against conscience (M=4.25), Doing things for other people (M=4.20), Being able to keep busy (M=4.12). Lowest were chance to work alone (M=3.78), chance to do different things (M=3.85), way boss handles workers (M=3.86), competence of supervisor (M=3.90), chance to be somebody in community (M=3.92).

Interpretation using Herzberg: Intrinsic motivators (achievement, service, moral values, steady employment as security) scored Very High, driving satisfaction. Extrinsic hygiene factors related to supervision (boss handling, competence) scored lower but still High, indicating adequate but not excellent supervision. The low score on working alone reflects collaborative nature of elementary teaching; teachers value autonomy but work is inherently collective.

Context: DepEd provides steady employment and moral purpose, strong motivators in Philippines where teaching is respected. However, limited variety and autonomy due to standardized reporting may dampen satisfaction. The finding that teachers are satisfied overall despite moderate supervisory scores suggests self-efficacy buffers satisfaction.

Test of Significant Relationships

Table 14 presents Pearson r results. H01: No relationship between PSS and self-efficacy: r=0.235, p=0.065, Failed to Reject, Not Significant. H02: PSS and job satisfaction: r=0.199, p=0.118, Failed to Reject, Not Significant. Supplemental: Self-efficacy and job satisfaction: r=0.412, p=0.001, Rejected, Statistically Significant Moderate Positive.

Detailed discussion:

Why PSS did not significantly correlate with self-efficacy despite theory? Three explanations: (1) Ceiling effect—self-efficacy very high (M=4.31) with low variance restricts correlation. Experienced teachers have internalized efficacy from mastery, reducing dependence on supervisor. (2) Nature of support—measured PSS captured general appreciation but not specific instructional coaching that builds efficacy. Bandura's verbal persuasion requires content-specific feedback, not general valuing. (3) Moderated by tenure—Li et al. (2023) found PSS effects stronger for novice teachers. Our sample predominantly veteran; novice only 3.17%.

Similarly PSS-Job Satisfaction non-significance contrasts with Chen (2025) and Toropova et al. (2022). Possible because hygiene factor logic: supervisory support at high level prevents dissatisfaction but does not increase satisfaction beyond threshold. Teachers satisfied due to intrinsic motivators (steady employment, moral values) rather than supervision. Additionally, high non-teaching workload (reporting, ancillary tasks) may suppress satisfaction despite supportive supervisor, as noted in action plan needs.

Significant Self-Efficacy-Job Satisfaction correlation (r=0.412, moderate) aligns with Zee & Koomen (2022), Yin (2025). Teachers who believe they can affect learning experience greater accomplishment, recognition, and fulfillment—Herzberg motivators. Self-efficacy enables coping with challenges, reducing stress and burnout, enhancing satisfaction. This suggests pathway: PSS may indirectly influence satisfaction via self-efficacy, but direct effect weak. Mediation analysis (not in original scope) could test this.

Implications for theory: OST predicts PSS influences attitudes, but our data suggests self-efficacy as more proximal predictor of satisfaction. Social Cognitive Theory supported: efficacy beliefs shape affective outcomes.

Visual Framework: Figure 4 illustrates correlation model. Arrows from PSS to SE and JS are dashed (non-significant), while SE→JS is solid (significant). Project ASSIST leverages significant path by targeting self-efficacy through peer mentorship and reduced workload, rather than solely enhancing PSS.

Contextual and Methodological Considerations

Small sample (n=63) limits power; r=0.235 approaches significance (p=0.065) might become significant with larger N. Two schools only, both high-performing, limit generalizability. Self-report bias and social desirability may inflate efficacy scores. Cross-sectional design precludes causality.

Comparison with literature: Our high PSS (3.74) lower than Wang (2024) mean 4.05 in Chinese sample where supervision includes regular coaching cycles. Our self-efficacy (4.31) higher than Emiru (2024) Ethiopian sample M=3.85, reflecting Philippine teacher resilience. Job satisfaction (3.98) similar to Skaalvik & Skaalvik (2023) Norwegian M=3.90.

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Project ASSIST as Evidence-Based Output

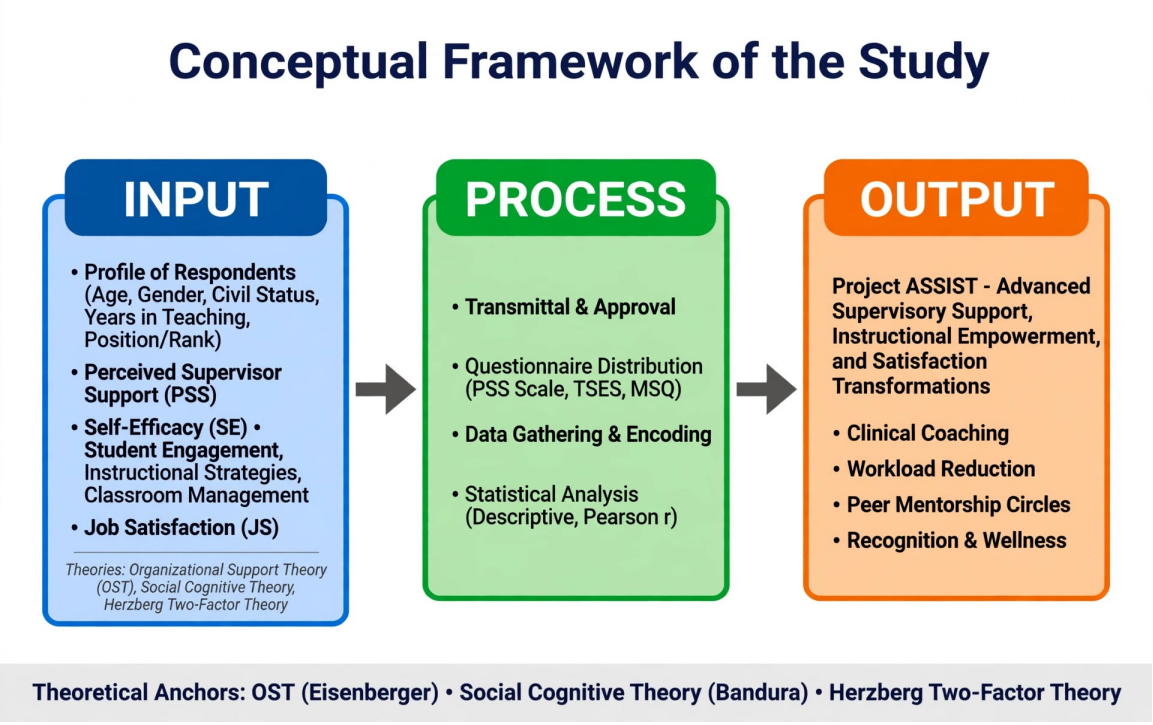
Based on findings, Project ASSIST (Advanced Supervisory Support, Instructional Empowerment, and Satisfaction Transformations) reorients supervision.

Rationale: Despite high PSS, complaint mechanism and goal consideration weakest. Self-efficacy high but engagement of difficult students lowest. Satisfaction driven by intrinsic factors, not supervision. Need to shift from administrative monitoring to clinical coaching, reduce non-teaching burden, and harness peer efficacy.

Components: (1) Strengthening LAC sessions and peer coaching circles led by Master Teachers to address low items (motivating low-interest students, responding to defiant students, challenging capable students). (2) Digitalization of reporting, task audit, equitable committee assignment to reduce workload affecting extrinsic satisfaction. (3) Recognition and wellness programs to boost motivators. (4) Capacity building for school heads on supportive communication and decision transparency.

Scheme: Four phases from June 2026 to April 2027, with budgets from MOOE (Php 33,500 total). Expected outcomes include systematic action plan monitoring, increased professional development participation, improved technology use, streamlined workflows, and higher morale.

Framework: Input → Process → Output (Project ASSIST). The framework integrates OST, Social Cognitive Theory, and Herzberg.



Non-significant PSS correlations do not negate importance of supervision; rather, they call for redefinition of support quality. Focusing on self-efficacy as lever for satisfaction offers efficient intervention.

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Figures and Tables

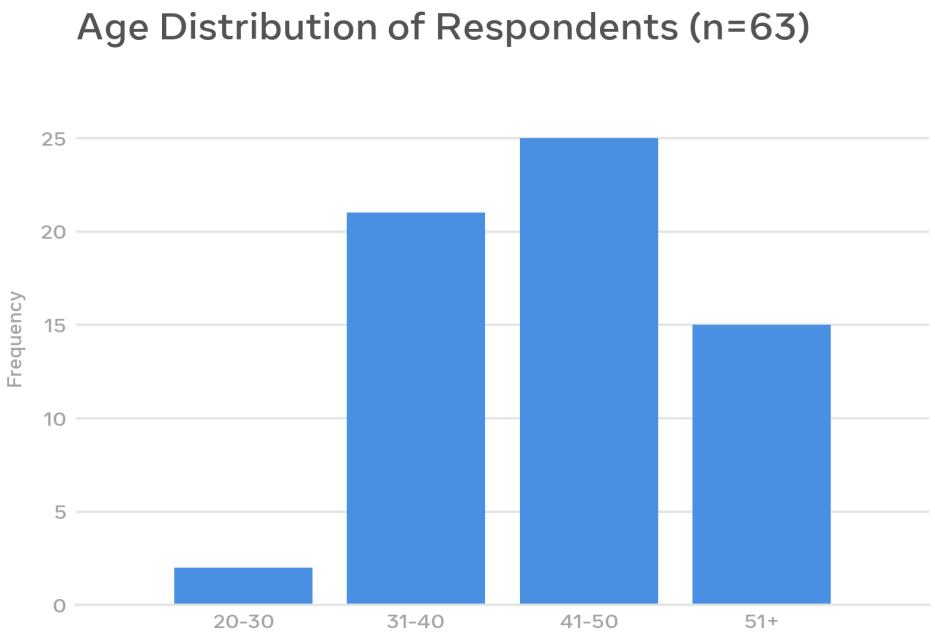

Figure 1. Age Distribution of Respondents

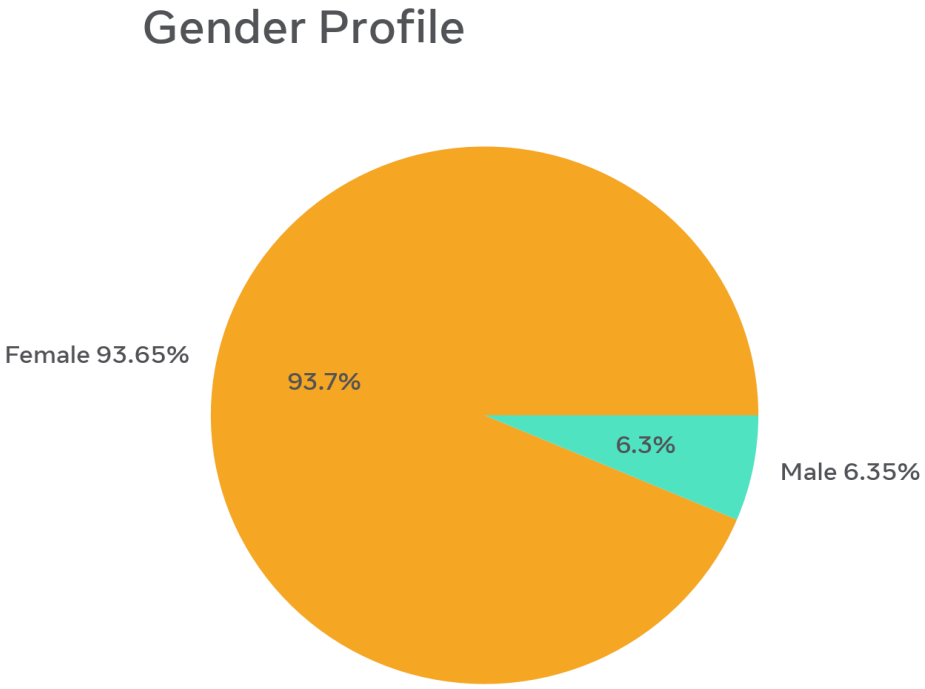

Figure 2. Gender Profile

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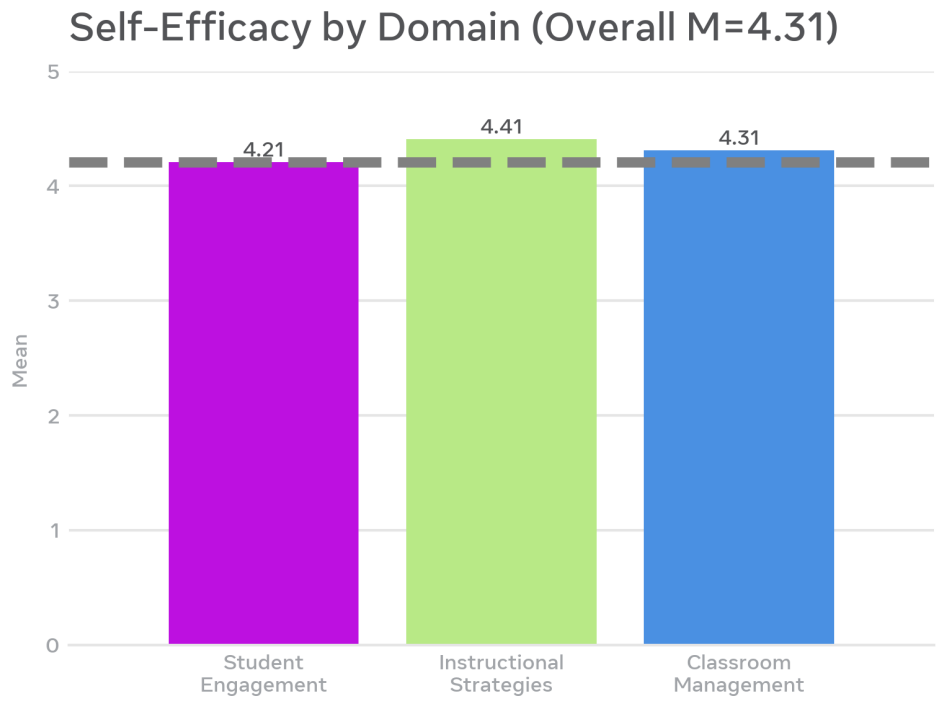

Figure 3. Self-Efficacy by Domain

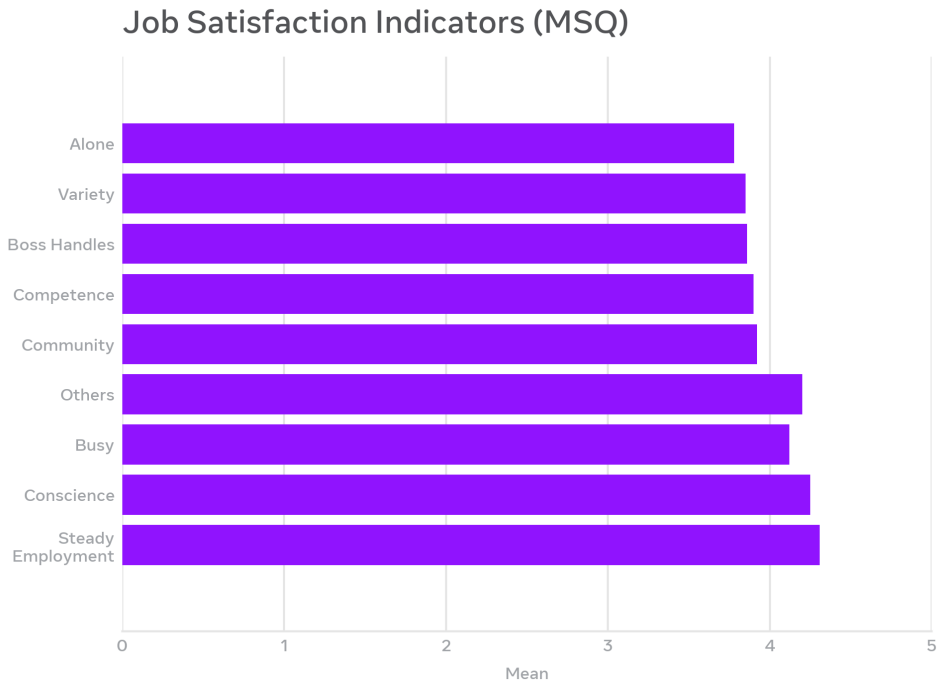

Figure 4. Job Satisfaction Indicators

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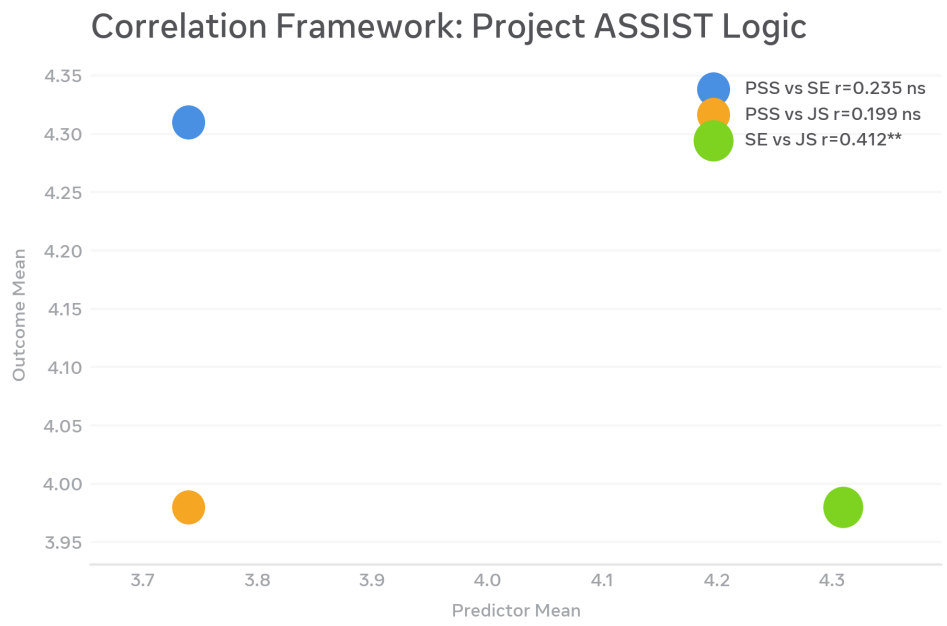

Figure 5. Conceptual Correlation Framework and Project ASSIST Logic

Summary Tables

Table 1. Summary of Variable Levels

Variable	Mean	SD	Interpretation
Perceived Supervisory Support	3.74	0.50	High Support
Self-Efficacy Overall	4.31	0.54	Very High
Student Engagement	4.21	0.56	Very High
Instructional Strategies	4.41	0.52	Very High
Classroom Management	4.31	0.54	Very High
Job Satisfaction	3.98	0.45	High Satisfaction

Table 2. Test of Significant Relationships (Pearson r, α=0.05)

Variables	r	p-value	Decision	Significance
PSS ↔ Self-Efficacy	0.235	0.065	Fail to Reject H0	Not Significant
PSS ↔ Job Satisfaction	0.199	0.118	Fail to Reject H0	Not Significant
Self-Efficacy ↔ Job Satisfaction	0.412	0.001	Reject H0	Significant

Table 3. Demographic Profile Highlights

Demographic	Category	f	%
Age	41-50	25	39.68
	31-40	21	33.33
Gender	Female	59	93.65
Civil Status	Married	45	71.43
Experience	16+ years	27	42.86
Rank	Teacher III	38	60.32

Theoretical and Conceptual Framework

Theoretical Framework integrates Bandura (Social Cognitive Theory), Eisenberger (Organizational Support Theory), and Herzberg (Two-Factor Theory) with legal bases RA 9155, RA 10533, RA 7836/9293 and PPST. Conceptual Framework: Input (Demographic Profile, PSS, Self-Efficacy, Job Satisfaction) → Process (Descriptive-correlational analysis, Pearson r) → Output (Project ASSIST). Figure 6 (conceptual): Independent Variable = Perceived Supervisory Support; Dependent Variables = Self-Efficacy (Student Engagement, Instructional Strategies, Classroom Management) and Job Satisfaction; Mediating observation = Self-Efficacy → Job Satisfaction significant path.

Conclusion:

This study examined perceived supervisory support and its influence on self-efficacy and job satisfaction among 63 elementary teachers in Toledo City Division. The demographic profile revealed a mature, experienced, predominantly female and married workforce, largely holding Teacher III rank with long tenure. This composition suggests teachers have accumulated mastery experiences that shape professional beliefs independent of external support.

The level of perceived supervisory support was high (M=3.74), indicating teachers feel valued and noticed, yet areas such as handling complaints and considering teacher goals scored lower, signaling need for more participatory leadership. Self-efficacy was very high overall (M=4.31), with instructional strategies highest, followed by classroom management and student engagement. Teachers excel in content delivery, alternative explanations, and establishing routines, but face challenges in motivating low-interest learners, responding to defiant behavior, and differentiating for highly capable students. Job satisfaction was high (M=3.98), driven by intrinsic motivators—steady employment, moral purpose, service to others, and being busy—while extrinsic factors related to supervision and variety scored lower.

Inferential analysis revealed no statistically significant relationship between perceived supervisory support and self-efficacy ($r=0.235$, $p=0.065$) nor between supervisory support and job satisfaction ($r=0.199$, $p=0.118$), leading to retention of null hypotheses. This does not imply supervision is irrelevant; rather, it indicates that in this context of veteran teachers with high baseline efficacy, general supervisory appreciation alone does not significantly move efficacy or satisfaction. Methodological factors such as ceiling effect, small sample, and measurement of general rather than instructional-specific support may explain non-significance. Importantly, a significant moderate positive correlation was found between self-efficacy and job satisfaction ($r=0.412$, $p=0.001$), confirming that teachers who feel competent experience greater fulfillment.

Theoretically, findings partially support Social Cognitive Theory and Herzberg's theory: self-efficacy as personal belief strongly predicts affective outcome (satisfaction), while supervisory support as hygiene factor prevents dissatisfaction but does not automatically generate satisfaction. Organizational Support Theory remains relevant but suggests quality over quantity—clinical coaching rather than administrative monitoring matters.

Based on these, Project ASSIST was proposed to transform supervisory practices: (1) strengthen LAC and peer mentoring circles to address low efficacy items, (2) digitalize and audit administrative tasks to reduce non-teaching burden affecting satisfaction, (3) enhance recognition and wellness programs to boost intrinsic motivation, and (4) build capacity of school heads in supportive communication. Implemented from June 2026 to April 2027 with MOOE support, it aims to sustain very high self-efficacy, leverage it to improve job satisfaction, and realign supervision toward empowerment. Future research should use larger, diverse samples, mixed methods, and mediation analysis to explore indirect effects of supervision through self-efficacy, and examine moderators such as teaching experience and school performance level.

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