

Instructional supervision and evaluation practices toward performance satisfaction of school teachers at Maranatha Christian Academy Laguna Chapters

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ABSTRACT

This study examined the relationship between instructional supervision and evaluation practices of school principals and the performance satisfaction of teachers in Maranatha Christian Academy Laguna Chapters. Using a descriptive-correlational design, the 205 respondents were chosen purposively from 14 private schools and were interviewed with a validated four-part questionnaire to measure principals' supervision (directive, informal, collaborative, non-directive) and evaluation (planning, classroom management, delivery, monitoring), and teachers' instructional performance (content knowledge, learning environment, curriculum planning, assessment) and job satisfaction (growth, skills, communication, belonging). Results indicated a moderate degree of supervision effectiveness, where collaborative supervision was predominant. Evaluation practices were viewed positively, especially monitoring. Teachers showed exemplary instructional performance, performing exceptionally well in maintaining a positive learning environment. Team belongingness played an important role in job satisfaction, which was high. Supervision and evaluation practices were significantly positively correlated with teachers' instructional performance and job satisfaction. The research suggests that supportive and effective supervision and fair evaluation play an important role in enhancing teacher performance and job satisfaction. It suggests that school administrators institute regular feedback systems, practice open communication, and encourage professional development opportunities.

Keywords: Instructional supervision, teacher evaluation, job satisfaction, teacher performance, private schools.

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INTRODUCTION

Supervision is fundamentally concerned with guiding, shaping, and supporting educators in the effective performance of their professional responsibilities. It functions as a technical and expert driven process aimed at monitoring and improving the conditions of teaching, learning, and learner development. The global emphasis on high quality education has been consistently underscored by international organizations such as UNESCO and the OECD, which recognize education as a central mechanism for achieving sustainable development goals and addressing widening disparities in educational access and outcomes. UNESCO (2022) highlights education as a key driver of sustainable development, while the OECD (2023) notes increasing inequalities that necessitate greater investment in quality education systems capable of addressing diverse learner needs. Within the Philippine context, the teaching profession is governed by the Philippine Teachers Professionalization Act of 1994 or Republic Act No. 7836, which emphasizes the importance of effective supervision and appraisal as essential mechanisms for ensuring instructional quality and professional accountability.

Instructional supervision plays a critical role in enhancing teaching practices and improving learners' academic performance. Effective supervision is characterized by cooperative, supportive, and trust-based relationships that promote sound instructional methods and positive school performance, as emphasized by Basilio (2021). In the Philippines, policies such as Department of Education Order No. 42 s. 2004 provide specific guidelines for classroom observation, while the Philippine Professional Standards for Teachers introduced in 2017 establish benchmarks for teacher competence and professional growth. Despite these policy frameworks, instructional supervision in private schools such as the Laguna Chapters of Maranatha Christian Academy has received limited empirical attention, particularly with regard to the consistency and effectiveness of supervisory practices. Observations suggest that irregular supervision and limited feedback mechanisms may hinder optimal teaching performance and professional satisfaction among teachers.

Recent accreditation site visits to schools within the Laguna Chapters have further highlighted the need for improvement in observation consistency, feedback quality, clarity of goal setting, frequency of classroom visits, and systematic follow up processes. These findings point to gaps between policy expectations and actual supervisory practices. Addressing these gaps is essential not only for improving instructional quality but also for enhancing teacher morale, job satisfaction, and overall school effectiveness. The present study is grounded in the objective of examining teachers' perceptions of instructional supervision and evaluation practices in their schools, with particular emphasis on how these practices relate to classroom performance and job satisfaction. It also underscores the crucial role of school leaders, particularly principals and superintendents, in exercising continuous, fair, and development-oriented supervision and evaluation.

At Maranatha Christian Academy Laguna Chapters, the pursuit of high teaching standards and continuous professional development remains a priority. While the institution has established evaluation and monitoring systems, challenges persist, particularly regarding subjectivity in classroom observations and evaluative reports. Such subjectivity can undermine the credibility and effectiveness of supervision, potentially affecting teachers' motivation and performance. Supervision and evaluation are central to effective educational management, as they serve as mechanisms for coaching, professional guidance, and capacity building among teachers. Properly

implemented, these processes help educators work more efficiently and effectively while fostering a culture of continuous improvement.

Supervision is a continuous and dynamic process that aims to improve teaching by providing appropriate support and services to educators. School heads are expected to guide teachers toward effective instructional practices, motivate them toward professional growth, and assist them in aligning instructional means with desired educational ends. Evaluation, when integrated with supervision, allows school leaders to analyze instructional activities in relation to intended outcomes and to provide meaningful feedback that supports improvement. Teachers' acceptance of and engagement with supervision are strongly influenced by their perceptions of fairness, relevance, and developmental value. When supervision is perceived as supportive rather than punitive, it becomes a powerful tool for enhancing instructional practices and professional commitment.

Teachers often encounter instructional and professional challenges that may affect their performance and job satisfaction. In response, school administrators are expected to lead and motivate teachers toward professional excellence by providing guidance, support, and opportunities for growth. Effective collaboration between principals and teachers is essential in ensuring high quality learning experiences for students. Supervision and evaluation should therefore occur throughout the instructional process, encompassing planning, implementation, and reflection. The researcher observed a growing need for school leaders to collaborate more closely with teachers in ways aligned with lifelong learning competencies, including teamwork, shared responsibility, and sustained professional development.

In educational environments characterized by trust and collaboration, principals are better positioned to foster professional learning communities that expand teachers' opportunities for growth and shared learning. Such environments enhance teachers' sense of belonging, professional efficacy, and job satisfaction. In light of these considerations, this study seeks to examine the relationship between instructional supervision and evaluation practices and the instructional performance and job satisfaction of private school teachers at Maranatha Christian Academy Laguna Chapters in the Division of Laguna. By exploring these relationships, the study aims to contribute to a deeper understanding of how supervisory practices can be strengthened to support both teacher development and educational quality.

Statement of the problem

The study aimed to determine the relationship between the supervision and evaluation practices of school principals and the instructional performance and job satisfaction of teachers in the Maranatha Christian Academy Laguna Chapters, Laguna. It specifically examined how supervisory approaches and evaluation practices are manifested in the school setting and how these practices are associated with teachers' professional performance and satisfaction at work.

1. To what extent is the level of supervision of school principals in terms of directive, informal, collaborative, and non-directive practices?
2. How may the evaluation practices of the school principal be characterized in terms of planning and preparation for learning, classroom management, delivery of instruction, and monitoring and follow-up?

3. What is the level of teachers' instructional performance in terms of content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, and assessment and reporting?
4. What is the level of job satisfaction of the teachers in terms of opportunities for growth and development, improving skills with training, clear communication with superior, and belongingness to a team?
5. Is there a significant relationship between the level of supervision of school principals and the instructional performance and job satisfaction of teachers?
6. Is there a significant relationship between the evaluation practices of the school principal and the instructional performance and job satisfaction of teachers?

METHODOLOGY

This study employed a descriptive correlational research design to determine the relationship between the supervision and evaluation practices of school principals and the instructional performance and job satisfaction of teachers. Correlational research focuses on identifying the degree and direction of association between variables, allowing researchers to examine how changes in one variable may be related to changes in another without manipulating conditions. As emphasized by Cohen (2020), the primary purpose of correlation in research is to identify connections among variables. In this study, the design was deemed appropriate as it enabled the examination of existing supervisory and evaluation practices and their relationship with teachers' professional outcomes within the natural school setting.

The respondents of the study consisted of 205 private school teachers from the fourteen chapters of Maranatha Christian Academy in the Division of Laguna who were in active service during the school year 2024-2025. The study utilized purposive sampling to ensure that participants possessed characteristics relevant to the objectives of the research. Purposive sampling is a non-probability sampling technique that selects participants based on specific criteria that are expected to yield rich and meaningful data. As noted by Magpusao (2021), this approach is particularly effective when participants are chosen for their direct relevance and experience related to the phenomenon under investigation. Teachers were included in the study provided that they were currently employed at Maranatha Christian Academy Laguna, had a minimum of three years of teaching experience in the institution, and voluntarily agreed to participate by providing informed consent.

Data were gathered using a revised four-part questionnaire administered to teachers across the fourteen private schools of Maranatha Christian Academy in Laguna. The research instrument was subjected to validation by five experts to ensure content relevance, clarity, and appropriateness. The questionnaire was designed to capture comprehensive data aligned with the variables of the study. It measured the supervision practices of school principals in terms of directive, informal, collaborative, and non-directive approaches, as well as evaluation practices covering planning and preparation for learning, classroom management, delivery of instruction, and monitoring and follow up. In addition, the instrument assessed teachers' instructional performance through indicators such as content knowledge and pedagogy, learning environment and diversity of learners, curriculum planning, and assessment and reporting. It also examined teachers' job satisfaction in relation to opportunities for growth and development, skill improvement through training, clarity of communication with superiors, and sense of belonging within the organization.

Prior to data collection, formal permission was secured from the Office of the Maranatha Christian Academy NCLC School System Education Committee through the Cluster Supervisor of Laguna. Upon approval, the questionnaires were distributed to the identified respondents across the fourteen schools. Completed questionnaires were retrieved, after which the data were systematically collated, tallied, and tabulated in preparation for statistical analysis. The researcher carefully reviewed the responses to ensure accuracy, consistency, and completeness. Where responses appeared unclear or incomplete, follow up clarification was conducted to maintain data quality. The collected data were then organized methodically to facilitate efficient processing, interpretation, and alignment with the objectives of the study.

Ethical considerations were strictly observed throughout the conduct of the research. The safety, rights, and welfare of the respondents were prioritized at all stages of the study. Official approval was obtained from the appropriate authorities of Maranatha Christian Academy Laguna Chapters, and the cooperation of school administrators and principals was secured. Participants were fully informed about the nature, purpose, scope, and potential implications of the research before their voluntary participation. Confidentiality and anonymity were assured, and all personal information was treated with strict privacy and used solely for academic purposes. The study adhered to established ethical standards prescribed by research institutions and governing bodies, ensuring integrity, fairness, and respect for all participants.

For data analysis, appropriate statistical tools were employed to address the research objectives. Mean and standard deviation were used to describe respondents' perceptions of supervisory and evaluation practices, as well as the levels of instructional performance and job satisfaction of teachers. Linear regression analysis was applied to determine the direction and strength of the relationships among the variables examined in the study. These statistical procedures provided a systematic basis for interpreting the data and drawing valid conclusions regarding the influence of supervision and evaluation practices on teachers' professional performance and satisfaction.

RESULTS AND DISCUSSION

The Results and Discussion section presents and interprets the findings of the study based on data gathered from 205 private school teachers across the fourteen chapters of Maranatha Christian Academy in the Division of Laguna during the school year 2024 to 2025. Using a descriptive correlational research design and purposive sampling, data were collected through a validated four-part questionnaire measuring supervisory practices, evaluation practices, instructional performance, and job satisfaction. Descriptive statistics such as mean and standard deviation, along with correlational and regression analyses, were employed to address the research objectives. The discussion that follows is grounded strictly on the empirical results and interprets them in relation to the study's objectives and existing scholarly literature.

The respondents represented a cross section of private school teachers who were actively teaching within the institution and had sufficient professional experience to provide informed perceptions of school leadership practices. Their shared institutional context provides a meaningful basis for examining how supervision and evaluation practices operate within a private school system and how these practices relate to teacher performance and satisfaction. The relatively large number of respondents strengthens the credibility of the findings and allows for a more

comprehensive understanding of instructional leadership within the Maranatha Christian Academy Laguna Chapters.

With regard to supervisory practices, the overall mean rating of 3.45 with a standard deviation of 0.54 indicates that supervision by school principals was generally practiced across directive, informal, collaborative, and non-directive approaches. Among these, collaborative supervision obtained the highest mean of 3.48, followed closely by informal supervision at 3.46 and directive supervision at 3.44, while non directive supervision registered the lowest mean at 3.41. These results suggest that principals tend to favor shared decision making and cooperative leadership while still maintaining structured guidance. The prominence of collaborative supervision highlights the value placed on joint problem solving and shared leadership, which aligns with Cruz and Santos (2021) and Lindsey (2021), who emphasize collaboration as central to effective school leadership and positive school climate.

Directive supervision was perceived as practiced, with an overall mean of 3.44 and a standard deviation of 0.55. Teachers strongly agreed that principals clearly articulated school vision and aligned expectations with organizational values, with the highest mean recorded at 3.47 for vision setting. Conversely, providing detailed instructions on work tasks received the lowest mean at 3.40, suggesting that while teachers value clear direction, they may prefer less micromanagement. This finding supports Miles Patricia (2020), who described directive supervision as effective when it emphasizes clarity and accountability without undermining professional autonomy.

Informal supervision was likewise practiced, yielding an overall mean of 3.46 and a standard deviation of 0.54. Teachers particularly valued the freedom to express ideas and receive support from principals, which achieved a mean of 3.52 and was interpreted as highly practiced. However, listening and demonstrating understanding, although still practiced, obtained relatively lower means, indicating room for improvement in empathetic communication. These results reinforce Nwankwoala (2020), who noted that informal, supportive supervision enhances teacher performance by fostering trust and openness.

Collaborative supervision emerged as a strong dimension of leadership practice, with an overall mean of 3.48 and a standard deviation of 0.54. Active participation of principals in decision making achieved the highest mean at 3.53, while mentoring and joint problem solving were also consistently rated as practiced. These findings underscore the importance of shared leadership and professional dialogue, which Nguyen et al. (2021) and Meador (2020) identified as crucial for sustaining teacher motivation, professional growth, and organizational cohesion.

Non directive supervision, while rated lowest among the four approaches, was still perceived as practiced, with an overall mean of 3.41 and a standard deviation of 0.56. Teachers acknowledged principals' efforts to build trust, listen, and consult teachers before making decisions, with the highest mean at 3.50 for expressing support and trust. These results suggest that although autonomy-oriented supervision is present, it may require further strengthening to fully empower teachers. Garcia and Alba (2021) similarly emphasized that non directive supervision enhances teacher confidence and motivation when trust and dialogue are consistently cultivated.

Evaluation practices of school principals were generally rated as highly practiced, with an overall mean of 3.51 and a standard deviation of 0.62. Monitoring and follow up received the highest mean of 3.53, followed by planning and preparation for learning and delivery of instruction, both at 3.52. Classroom management, while still practiced, obtained the lowest mean at 3.48. These findings indicate that principals prioritize continuous monitoring and instructional improvement,

consistent with Lopez and Hernandez (2021) and Bartle (2021), who highlighted the importance of systematic feedback and monitoring in enhancing educational quality.

In terms of planning and preparation for learning, evaluation practices were rated as highly practiced, with an overall mean of 3.52 and a standard deviation of 0.52. Ensuring that educational objectives are achieved registered the highest mean at 3.59, reflecting strong emphasis on goal attainment and instructional alignment. This finding supports Villanueva and Reyes (2020) and Meador (2020), who emphasized that effective planning and preparation are foundational to successful teaching and learning.

Evaluation practices related to classroom management were rated as practiced, with an overall mean of 3.48 and a standard deviation of 0.53. Teachers acknowledged principals' efforts to promote orderly, respectful, and emotionally supportive classroom environments. These results align with Morales and Bautista (2021), who stressed that effective classroom management contributes significantly to academic engagement and learner development.

Delivery of instruction was rated as highly practiced, with an overall mean of 3.52 and a standard deviation of 0.52. Principals were perceived to strongly support varied instructional strategies, effective communication, and appropriate use of educational technologies. This reinforces Santos and Ramirez (2021), who identified instructional leadership as a key factor in enhancing teacher competence and learning outcomes.

Monitoring and follow up practices were also rated as highly practiced, with an overall mean of 3.52 and a standard deviation of 0.52. Teachers valued principals' emphasis on data accuracy, quality assurance, and constructive feedback. These findings support Ramirez and Cruz (2022), who found that consistent monitoring and follow up foster continuous improvement and collaborative school cultures

Teachers' instructional performance was rated as outstanding overall, with a mean of 3.52 and a standard deviation of 0.54. Learning environment and diversity of learners received the highest mean at 3.55, followed by assessing and reporting at 3.53 and content knowledge and pedagogy at 3.51. Curriculum planning obtained the lowest mean at 3.48 and was interpreted as very satisfactory. These results suggest that teachers excel in inclusive practices and assessment but may benefit from further support in curriculum planning. Cruz and Alvarado (2021) similarly emphasized the need for strong curriculum alignment to complement inclusive teaching practices.

Content knowledge and pedagogy were rated as outstanding, with an overall mean of 3.51 and a standard deviation of 0.53. Most indicators reflected high levels of competence, though the use of varied strategies to enhance literacy and numeracy received a slightly lower rating. This finding supports Dela Cruz and Martinez (2021) and Alexander (2020), who highlighted the importance of pedagogical diversity in maximizing student learning.

Learning environment and diversity of learners achieved an outstanding rating, with an overall mean of 3.55 and a standard deviation of 0.54. Teachers demonstrated strong ability to create safe, fair, and inclusive classrooms, reinforcing Gomez and Santos (2021), who emphasized equity and respect as essential components of effective teaching environments.

Curriculum and planning were rated as very satisfactory, with an overall mean of 3.48 and a standard deviation of 0.54. Teachers performed well in setting appropriate objectives and communicating with parents, yet showed comparatively lower ratings in resource selection and collegial feedback. These findings align with Flores and Tan (2021), underscoring the importance of collaborative planning and curriculum adaptation.

Assessing and reporting obtained a very satisfactory overall rating, with a mean of 3.48 and a standard deviation of 0.54. Teachers were particularly strong in record keeping and use of assessment tools, while interpreting test results for instructional improvement received lower ratings. Santos and Garcia (2021) similarly noted that assessment literacy remains an area for continued professional development.

Teachers' job satisfaction was rated as highly satisfied overall, with a mean of 3.53 and a standard deviation of 0.60. Belongingness to a team received the highest mean at 3.59, followed by opportunities for growth and development at 3.55. Clear communication with superiors received the lowest mean at 3.51, though still interpreted as satisfied. These findings are consistent with De Wall (2020), who emphasized belongingness as a key driver of motivation and cooperation.

Opportunities for growth and development were rated as highly satisfying, with an overall mean of 3.55 and a standard deviation of 0.85. Teachers valued feedback and problem-solving opportunities, though honing instructional competence received relatively lower ratings. This aligns with Mendoza and Cruz (2021), who highlighted the role of targeted professional development in enhancing job satisfaction.

Improving skills through training was rated as satisfied, with an overall mean of 3.45 and a standard deviation of 0.53. Teachers appreciated the applicability of training but noted limitations in equitable access, supporting Reyes and Hernandez (2021), who emphasized inclusivity in professional development programs.

Clear communication with superiors was rated as highly satisfied, with an overall mean of 3.51 and a standard deviation of 0.53. Teachers valued respectful listening and clarity, reinforcing Crossman and Harris (2020), who linked effective communication with trust and morale.

Belongingness to a team was rated as highly satisfying, with an overall mean of 3.59 and a standard deviation of 0.50. Strong collaboration and mutual support were evident, consistent with Lopez and Martinez (2021), who found teamwork to be a significant predictor of job satisfaction.

Correlation analyses revealed moderate to strong positive relationships between supervisory practices and instructional performance, with correlation coefficients ranging from .463 to .636 and all significant at p less than .01. Similarly, evaluation practices were positively correlated with instructional performance, with coefficients ranging from .364 to .700. These results indicate that stronger supervision and evaluation practices are associated with higher levels of teacher performance, supporting Lopez and Santos (2022) and Hernandez and Cruz (2021).

Supervisory practices were also positively correlated with job satisfaction, with coefficients ranging from .337 to .565, while evaluation practices showed correlations ranging from .211 to .564. Although all relationships were significant, monitoring and follow up consistently showed the weakest associations, suggesting the need for more developmental approaches in this area. These findings align with Cruz and Villanueva (2021) and Ramirez and Gonzales (2022).

Regression analyses further demonstrated that directive supervision was a significant predictor of instructional performance across multiple domains, explaining up to 44 percent of the variance in content knowledge and pedagogy and 39.1 percent in learning environment and diversity of learners. Evaluation practices such as planning and preparation, classroom management, and delivery of instruction also significantly predicted instructional performance, explaining up to 54.5 percent of variance in curriculum planning. These findings affirm Miles

Patricia (2020) and Esllera (2021), who emphasized structured supervision and evaluation as drivers of instructional quality.

Regression results also indicated that supervision and evaluation practices significantly predicted job satisfaction, though with lower explanatory power, ranging from 18.2 percent to 37.9 percent of variance. Directive supervision emerged as a consistent predictor, particularly for opportunities for growth and communication, while planning and preparation and delivery of instruction were strong predictors across all job satisfaction dimensions. These results underscore the importance of coherent instructional leadership in fostering both professional competence and satisfaction.

In synthesis, the findings demonstrate that instructional supervision and evaluation practices at Maranatha Christian Academy Laguna Chapters are generally well implemented and positively associated with teachers' instructional performance and job satisfaction. Collaborative and directive leadership approaches, coupled with strong planning and instructional evaluation, appear particularly influential. While monitoring and follow up practices are present, their relatively weaker associations suggest opportunities for refinement. Overall, the results affirm the central role of instructional leadership in promoting teacher effectiveness, professional satisfaction, and school improvement, thereby providing a strong empirical basis for the development of practical guidelines for school heads in the succeeding section.

CONCLUSION

The present study examined the relationship between instructional supervision and evaluation practices of school principals and the instructional performance and job satisfaction of teachers at Maranatha Christian Academy Laguna Chapters. Drawing from the results and discussion, the findings collectively demonstrate that leadership practices exercised by school principals play a critical and measurable role in shaping both professional performance and workplace satisfaction among teachers. The synthesis of results provides a clear basis for conclusions and recommendations that are firmly grounded in empirical evidence gathered from the respondents.

The findings revealed that school principals employed a range of supervisory practices, namely directive, informal, collaborative, and non-directive supervision. Overall, these practices were perceived by teachers as being implemented at a generally effective level. Among the four approaches, collaborative supervision emerged as the most prominent, highlighting the value of teamwork, shared decision making, and mutual professional engagement between principals and teachers. This result underscores the importance of collegial leadership in fostering a supportive school climate. Conversely, non-directive supervision received the lowest rating, suggesting that although trust and autonomy were present, there remains a need for school leaders to further strengthen practices that encourage teacher independence and self-directed professional growth.

In terms of evaluation practices, the study found that principals demonstrated positive and consistent engagement in planning and preparation for learning, classroom management, delivery of instruction, and monitoring and follow up. Monitoring and follow up emerged as the most emphasized practice, reflecting the importance placed on continuous observation, feedback, and data informed decision making to improve instructional outcomes. Classroom management, while still rated positively, ranked lowest among evaluation dimensions, indicating an area where school

leaders may further enhance strategies to support effective, inclusive, and well managed learning environments.

The instructional performance of teachers was rated as outstanding overall. Teachers demonstrated strong competence in content knowledge and pedagogy, assessment and reporting, and particularly in creating positive learning environments that address learner diversity. The highest ratings were observed in practices related to inclusivity, fairness, and the provision of supportive classroom climates, emphasizing the central role of learner centered instruction. Curriculum planning, although still evaluated positively, received comparatively lower ratings, indicating a need for greater alignment between instructional strategies and curricular goals to further strengthen teaching effectiveness.

With respect to job satisfaction, teachers reported a high level of overall satisfaction with their professional roles. Among the dimensions examined, belongingness to a team was identified as the strongest contributor to job satisfaction, underscoring the importance of collaboration, peer support, and a sense of community within the school environment. Opportunities for growth and development and skill improvement through training were also rated positively, reflecting the value teachers place on professional advancement. Clear communication with superiors, while still positively rated, emerged as the lowest among job satisfaction indicators, suggesting that further strengthening open and consistent communication between school leaders and teachers could enhance overall workplace satisfaction.

The study further established that there were significant relationships between the supervision and evaluation practices of school principals and teachers' instructional performance, as well as their job satisfaction. Correlation and regression analyses demonstrated that improvements in supervisory and evaluative practices were associated with corresponding increases in instructional effectiveness and professional satisfaction. Directive supervision and structured evaluation practices, particularly planning and preparation for learning and delivery of instruction, were identified as strong predictors of both instructional performance and job satisfaction. These findings led to the rejection of the null hypothesis, confirming that supervision and evaluation practices of school principals are significant predictors of teachers' instructional performance and job satisfaction.

Based on these conclusions, the study emphasizes the necessity for school heads to strengthen and systematize their instructional leadership practices. The implementation of the proposed Guidelines for School Heads, which are aligned with the Philippine Professional Standards for School Heads, is strongly recommended to ensure consistency, fairness, and effectiveness in supervision and evaluation. Regular and structured instructional feedback, preferably conducted on a quarterly basis, is essential in supporting continuous teacher development. In addition, school heads are encouraged to hold regular meetings with teachers to monitor school operations, address emerging concerns, and foster open communication. Promoting job satisfaction through supportive leadership, meaningful professional development opportunities, integration of appropriate technologies, and policies that support work life balance is likewise recommended. Finally, further research on instructional supervision and evaluation is encouraged to expand and refine the findings of the present study, thereby contributing to sustained improvement in instructional leadership and educational quality.

In conclusion, the study affirms that effective instructional supervision and evaluation are indispensable components of school leadership that directly influence teachers' professional performance and job satisfaction. By strengthening collaborative, directive, and evaluative

practices and by translating research findings into practical leadership guidelines, school heads can cultivate a more supportive, productive, and high-quality teaching and learning environment.

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