

**SCHOOL HEADS' INSTRUCTIONAL SUPERVISION IN RELATION
TO TEACHERS' SATISFACTION AND WORK PERFORMANCE**

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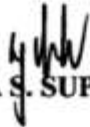
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DEDICATION

This book humbly and wholeheartedly dedicated above all to
Almighty Allah, for His infinite mercy, wisdom, strength, and guidance. Without His
countless blessings, this achievement would not have been possible;

To My beloved parents, Cadlagan O. Macmac and Mangosiat B. Macmac, whose
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ABSTRACT

Instructional supervision is a critical component of school leadership that influences teacher satisfaction and work performance, particularly in the context of MATATAG Curriculum implementation. This study examined the school heads' instructional supervision in relation to teacher satisfaction, work performance, and the lived experiences of teachers implementing the MATATAG Curriculum in Tubod District, Division of Lanao del Norte. The first study used a descriptive-correlational design involving 120 teachers selected through stratified random sampling, while the second study used a phenomenological design with twelve teachers selected through purposive sampling until data saturation was reached. Quantitative data were gathered using two researcher-made questionnaires, along with documentary analysis of teachers' work performance. The data were analyzed using mean and standard deviation and the Pearson Product-Moment Correlation Coefficient. Meanwhile, qualitative data were collected through interviews and analyzed using Moustakas' phenomenological method. Quantitative findings revealed that instructional supervision was very satisfactory, teacher satisfaction was very high, and teachers' work performance was very satisfactory. Significant relationships were found between instructional supervision and teacher satisfaction, as well as between supervision and work performance, particularly in observation, feedback, and mentoring. However, professional support showed no significant relationship with work performance. Qualitative analysis generated five themes: reflective professional growth over time, embodied strain during supervision, structured classroom pressure, supportive relationships fostering confidence, and supervision as a driver of professional identity and goal alignment. The instructional supervision and curriculum implementation functioned

as interconnected processes that enhanced teacher development and performance. It is recommended that school heads, district supervisors, and Department of Education officials strengthen supervision practices and support continuous professional development to enhance instructional effectiveness and teacher well-being.

Keywords: *assessment, curriculum, performance, satisfaction, supervision*

TABLE OF CONTENTS

	Page
TITLE PAGE	i
APPROVAL SHEET	ii
ACKNOWLEDGEMENT	iii
DEDICATION	v
ABSTRACT	vi
TABLE OF CONTENTS	viii
LIST OF TABLES	xii
LIST OF FIGURES	xiii
 Chapter	
1 GENERAL INTRODUCTION	1
Rationale of the Study.	1
Theoretical Framework	6
General Statement of the Problem	13
REFERENCES	14
2 SCHOOL HEADS' INSTRUCTIONAL SUPERVISION IN RELATION TO TEACHER SATISFACTION AND WORK PERFORMANCE	
ABSTRACT	17
INTRODUCTION	19
Conceptual Framework	24
Statement of the Problem	32
RESEARCH METHODOLOGY	33

Design	33
Setting	33
Respondents	33
Instruments	34
Data Gathering Procedure	36
Ethical Considerations	36
Data Analysis	37
RESULTS AND DISCUSSION	39
Level of the School Heads' Instructional Supervision as Perceived by the Teacher	39
Level of the Teachers' Satisfaction.	42
Level of the Teachers' Work Performance	45
Significant Relationship between the School Heads' Instructional Supervision and Teacher Satisfaction	48
Significant Relationship between the School Heads' Instructional Supervision and Teachers' Work Performance	52
SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS	
Summary	57
Findings	57
Conclusions	58
Recommendations	59
REFERENCES	60
3 EXPLORING TEACHERS' EXPERIENCES IN IMPLEMENTING MATATAG CURRICULUM: A PHENOMENOLOGICAL STUDY	65
ABSTRACT	65

INTRODUCTION	67
Conceptual Framework	71
Statement of the Problem	76
RESEARCH METHODOLOGY	77
Design	77
Setting	77
Participants	78
Instruments	78
Data Gathering Procedure	79
Ethical Considerations	80
Data Analysis	81
RESULTS AND DISCUSSION	85
Evolving Professional Growth through Reflective Supervision Over Time.	85
Embodied Strain and Emotional Vigilance in Supervised Teaching.	90
Structures and Pressured Classroom Atmosphere During Supervision.	95
Supportive and Collaborative Relationships Foster Professional	99
Instructional Supervision as a Catalyst for Professional Identity and Goal	103
SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS	
Summary	107
Findings	108

Conclusions	109
Recommendations	110
REFERENCES	112
4 SYNTHESIS OF THE STUDY	117
APPENDICES	
Appendix A: Instructional Supervision Questionnaire	121
Appendix B: Teachers' Satisfaction Questionnaire	123
Appendix C: Documentary Analysis Guide for Teacher Work Performance	125
Appendix D: Interview Guide for Teachers	127
Appendix E: Transcriptions	131
Appendix F: Informed Consent (Quantitative)	148
Appendix G: Informed Consent (Qualitative)	152
Appendix H: MUREC	156
CURRICULUM VITAE	158

LIST OF TABLES

Table		Page
1	Level of the School Heads' Instructional Supervision as Perceived by the Teacher	42
2	Level of the Teachers' Satisfaction	45
3	Level of the Teachers' Work Performance	47
4	Significant Relationship between the School Heads' Instructional Supervision and Teacher Satisfaction	52
5	Significant Relationship between the School Heads' Instructional Supervision and Teachers' Work Performance	56

LIST OF FIGURES

Figure	Page
1 Schematic Diagram of the Study (Chapter 2)	31
2 Schematic Diagram of the Study (Chapter 3)	75

Chapter 1

GENERAL INTRODUCTION

Rationale of the Study

Instructional supervision was central to fostering teachers' professional growth and improving teaching practices, particularly in elementary education. Effective supervision extended beyond compliance monitoring; it emphasized mentoring, constructive feedback, and professional development to enhance instructional quality. Omega (2024) revealed a strong positive correlation between school heads' supervisory practices, especially in providing feedback and technical assistance, and teachers' work performance. Similarly, Mendoza and Cruz (2023) found that consistent instructional monitoring and coaching significantly improved teachers' motivation and satisfaction in elementary schools. In addition, Castillo (2024) reported that effective supervision, characterized by regular classroom observations and developmental guidance, led to higher levels of teacher performance and job fulfillment. Collectively, these studies affirmed the vital role of supportive and developmental supervision in enhancing teacher satisfaction and overall instructional effectiveness.

Instructional supervision remained one of the most essential functions of school heads, ensuring that teaching practices were continuously improved and aligned with school goals. Effective supervision involved providing teachers with feedback, mentoring, and professional support to enhance instructional delivery and classroom management. Recent studies affirmed that regular supervision significantly improved teacher competence and performance. Zarco (2024) reported that consistent instructional monitoring enhanced teachers' classroom management and instructional efficiency in

elementary schools. Similarly, Casimiro and Chua (2023) found that school heads' supervisory practices strongly influenced teachers' competency-based performance. Go and Eslabon (2024) also emphasized that school heads' supervisory skills directly affected teachers' motivation and productivity. These findings confirmed that strong, supportive supervision from school leaders promoted continuous professional growth and improved instructional outcomes.

Teacher satisfaction was a key factor influencing work performance, commitment, and retention in elementary schools. Studies showed that supportive leadership, recognition, fair workload, and professional growth opportunities greatly enhanced teacher motivation and classroom performance. Cruz and Villanueva (2023) found that consistent feedback from school heads increased job satisfaction among elementary teachers. Lopez (2024) reported that leadership responsiveness and teamwork improved satisfaction and teaching effectiveness. Likewise, Domingo (2025) noted that satisfied teachers demonstrated stronger morale and engagement. Guided by Herzberg's Two-Factor Theory, these findings emphasized that teacher satisfaction arose from both positive working conditions and recognition of professional achievements.

Teacher satisfaction played a vital role in improving instructional quality and overall educational effectiveness. When teachers experienced a supportive work environment, recognition, and opportunities for professional growth, their motivation and commitment to teaching increased. Studies showed that school leadership, collegial relationships, and manageable workloads were strong predictors of teacher satisfaction. According to Reyes and Garcia (2023), supportive leadership and open communication fostered higher levels of motivation and job fulfillment among teachers. Similarly, Santos

et al. (2024) found that continuous professional development and a positive organizational climate enhanced teachers' instructional performance. Moreover, Dela Cruz (2022) emphasized that teachers who felt valued and supported demonstrated greater enthusiasm and creativity in their teaching practices, contributing to improved learning outcomes.

Beyond satisfaction, teacher work performance remained the most visible outcome of effective supervision and motivation. Work performance included instructional delivery, lesson planning, classroom management, and professional responsibilities that directly affected the quality of education in elementary schools. Vroom's Expectancy Theory (1964) supported the idea that teachers were more motivated and performed better when they believed their efforts led to valued outcomes and recognition. Recent studies affirmed this relationship, showing that effective instructional supervision enhanced teacher performance and commitment. Daigon and Alcopra (2024) found that consistent supervisory practices and technical assistance significantly improved teacher efficacy. Castillo (2024) reported that regular classroom observation and feedback promoted higher instructional quality and accountability. Ambayec and Lugo (2025) revealed that supportive supervision practices increased teachers' job satisfaction and performance in elementary schools. These findings confirmed that teacher performance was not merely a result of individual effort but was also shaped by the quality of supervision and motivation provided by school heads.

Work performance was strongly influenced by both instructional supervision and teacher satisfaction. Teachers who received consistent guidance and felt supported in their professional roles tended to show improved classroom practices, greater productivity, and stronger learner engagement. Studies revealed that effective supervision and high job

satisfaction contributed to higher teaching performance and student success. Bautista and Ramos (2024) reported that teachers who experienced supportive supervision demonstrated better instructional delivery and classroom management. Likewise, Dizon and Cortez (2023) found that satisfied teachers were more committed to achieving instructional goals and maintaining quality standards. Similarly, Lim and Soriano (2022) concluded that motivation and professional support directly enhanced teachers' work efficiency and learners' academic outcomes.

The interplay between instructional supervision, teacher satisfaction, and work performance highlighted the vital role of school leadership in shaping teacher effectiveness. Recent studies affirmed that effective instructional supervision enhanced teachers' confidence, motivation, and classroom performance. Daigon and Alcopra (2024) revealed that strong supervisory practices in elementary schools significantly improved teacher efficacy and productivity. Likewise, Sanchez and Lugo (2024) found that consistent instructional guidance and support from school heads led to better teaching proficiency and motivation among public elementary teachers. San Roque and Valle (2025) also emphasized that supervision characterized by regular monitoring and constructive feedback fostered teachers' professional growth and satisfaction. This study was significant because it provided empirical evidence on how these three critical variables related to one another, offering valuable insights for school heads, administrators, and policymakers in strengthening leadership practices, teacher development, and ultimately the quality of education.

This study identified an empirical gap because there was limited locally generated, context-specific data examining the relationship between school heads' instructional

supervision, teacher satisfaction, and work performance within the actual institutional setting. While the existing literature discussed supervision, satisfaction, and performance separately or in different contexts, there was insufficient empirical evidence on how these variables interact in specific school environments under current curriculum reforms, such as the MATATAG Curriculum.

The gap occurred because many studies relied on theoretical discussions or findings from different educational systems that did not reflect the realities, administrative practices, and cultural conditions of the targeted schools. Without localized data and direct measurement of these variables together, conclusions remained generalized and were not fully validated in the specific research context. Therefore, conducting this study contributed new empirical evidence to validate or refine existing assumptions about instructional supervision and its impact on teacher outcomes.

This study, therefore, sought to examine the relationships among school heads' instructional supervision, teacher satisfaction, and work performance. It aimed to determine how school heads' supervisory practices affected teachers' satisfaction levels and how this satisfaction, in turn, influenced their classroom performance. By exploring these interconnected elements, the study sought to provide a deeper understanding of how effective supervision contributed not only to improved instructional delivery but also to teachers' overall professional fulfillment. Furthermore, this study emphasized that school heads' instructional supervision did not only serve as a monitoring tool but also functioned as a supportive mechanism that shaped teacher satisfaction and strengthened their work performance. Lastly, examining the relationships among these three variables generated

insights that guided leadership practices, strengthened teacher development initiatives, and improved teacher performance within the educational system.

The findings of this study were expected to offer valuable insights for school heads, teachers, and policymakers. For school heads, the results provided a basis for strengthening instructional supervisory practices that ensured effective teaching, promoted teacher satisfaction, and enhanced work performance. For teachers, the study underscored how their level of satisfaction directly influenced their professional performance, highlighting the importance of supportive supervision and conducive working conditions. At the policy level, the research served as a foundation for developing or refining educational policies and leadership programs that aligned instructional supervision with continuous improvement in teacher satisfaction and work performance, thereby advancing the overall education system.

Theoretical Framework

This study was anchored on several theories. These included Clinical Supervision Theory introduced by Morris Cogan (1973), Herzberg's Two-Factor Theory of Motivation developed by Frederick Herzberg, Bernard Mausner, and Barbara Snyderman (1959), Expectancy Theory of Motivation proposed by Victor Vroom (1964), Schön's Theory of Reflective Practice (1983), and Kelchtermans' Theory of Professional Identity in Teaching (2009).

Clinical Supervision Theory was initially introduced by Morris Cogan (1973) and later expanded by Robert Goldhammer (1969) and Carl Glickman (1985), who advanced its application in educational leadership. The Theory emphasized a structured, collaborative process between supervisors and teachers, consisting of pre-observation

conferences, classroom observations, and post-observation feedback sessions. At its core, Clinical Supervision Theory highlighted reflective practice, professional dialogue, and continuous improvement of instruction rather than punitive evaluation. By fostering an atmosphere of trust and support, the Theory positioned supervision as a developmental activity intended to enhance teaching effectiveness, teacher growth, and student learning outcomes.

Clinical Supervision Theory is highly relevant in understanding the role of school heads in supporting teachers. The Theory emphasized that supervision went beyond monitoring compliance and instead focused on mentoring and guiding teachers through structured feedback and reflective practice. By fostering collaboration and professional dialogue, school heads helped teachers address challenges in lesson delivery, strengthen classroom management, and enhance instructional strategies. Such supervisory practices not only improved teaching effectiveness but also increased teacher satisfaction and, ultimately, improved work performance.

Several studies applied Clinical Supervision Theory to examine the impact of instructional supervision on teacher performance and professional growth. Goker (2021) found that clinical supervision significantly enhanced teachers' reflective practices and instructional strategies in higher education contexts. Kutsyuruba et al. (2020) highlighted that supportive and collaborative supervision improved teacher morale, satisfaction, and professional development in school settings. In the Philippine context, recent studies have emphasized that structured supervision approaches are crucial for enhancing teaching quality and promoting teacher effectiveness, as they directly influence satisfaction and work performance. These studies affirmed that Clinical Supervision Theory remained a

relevant and effective framework in guiding instructional supervision, particularly in fostering teacher development and improved workplace outcomes.

Herzberg's Two-Factor Theory of Motivation, introduced by Frederick Herzberg, Bernard Mausner, and Barbara Snyderman in 1959, explained job satisfaction in terms of two sets of factors: hygiene factors (such as salary, working conditions, and policies) and motivators (such as recognition, achievement, and professional growth). According to the Theory, the absence of hygiene factors could lead to dissatisfaction, but their presence alone did not guarantee satisfaction. True job satisfaction stemmed from motivators that fulfilled psychological needs and fostered professional engagement. This Theory became one of the most influential frameworks in organizational psychology and was widely applied in education to understand teacher motivation and satisfaction.

Herzberg's Theory remained highly relevant in explaining teacher satisfaction and work performance. Teachers' satisfaction depended not only on external factors such as supportive leadership, adequate resources, fair compensation, and manageable workloads, but also on intrinsic motivators such as recognition, opportunities for professional growth, and a sense of purpose in the teaching profession. When both hygiene factors and motivators were addressed, teachers were more likely to experience higher job satisfaction, which directly contributed to enhanced work performance through effective instructional delivery, improved classroom management, and stronger engagement with learners.

Several recent studies applied Herzberg's Theory to teacher satisfaction and work performance. Llego (2021) emphasized that Filipino teachers' satisfaction was significantly influenced by both extrinsic support (salary and resources) and intrinsic motivators (student success and recognition). Bakar et al. (2020) found that motivational factors were strongly

correlated with teacher engagement and classroom instruction effectiveness across Southeast Asian contexts. More recently, Acosta and Santiago (2023) highlighted that in the Philippines, teacher satisfaction played a critical role in influencing performance, as motivated teachers were more effective in managing classrooms and delivering quality instruction. These studies validated the applicability of Herzberg's Two-Factor Theory in analyzing teacher satisfaction and its direct impact on work performance.

The Expectancy Theory of Motivation, developed by Victor Vroom in 1964, explains individual motivation as a cognitive process in which people decide how much effort to exert based on the expected outcomes. The Theory rested on three components: expectancy (the belief that effort would lead to improved performance), instrumentality (the belief that performance would result in certain outcomes or rewards), and valence (the value placed on those rewards). In education, this Theory provided a strong framework for understanding teachers' motivation and its link to both satisfaction and performance.

Applied to the teaching profession, the Expectancy Theory suggested that teachers were more likely to be motivated when they believed that their instructional efforts would enhance classroom performance, when they trusted that their performance would be recognized or rewarded, and when the rewards aligned with their personal or professional goals. Instructional supervision also played a significant role by clarifying performance expectations, providing constructive feedback, and ensuring that teachers saw a clear connection between their efforts, achievements, and professional growth.

Recent studies demonstrated the Theory's relevance in educational contexts. Rahman et al. (2020) found that expectancy, instrumentality, and valence were strongly associated with teacher motivation and job satisfaction in secondary schools. In a study

focusing on higher education, Isaac et al. (2019) showed that supportive supervision and clear performance standards significantly improved faculty motivation, consistent with Vroom's framework. Similarly, Panisoara et al. (2020) emphasized that when teachers perceived strong links between effort, performance, and recognition, their job satisfaction and instructional effectiveness improved, ultimately influencing student achievement.

Schön's Theory of Reflective Practice (1983) emphasized that professional growth occurred through reflection-in-action and reflection-on-action, enabling practitioners to critically examine and refine their practice. In instructional supervision, structured feedback and post-observation dialogue created opportunities for teachers to reflect on instructional decisions and classroom management strategies. Through this reflective cycle, supervision became a developmental mechanism rather than a purely evaluative process, fostering continuous professional learning.

Donald Schön's Theory of Reflective Practice (1983) was used to explain how instructional supervision facilitated teachers' professional growth through reflective processes over time. Schön posited that professional learning occurs through reflection-in-action and reflection-on-action, enabling practitioners to examine their experiences and improve their practice (Schön, 1983). In this study, teachers' narratives revealed that instructional supervision under the MATATAG Curriculum offered opportunities for reflective engagement through feedback and post-observation dialogue. Initially perceived as evaluative, supervision experiences were gradually reinterpreted as meaningful opportunities for learning and improvement. Through continuous reflection on their instructional decisions and classroom practices, participants demonstrated how they refined their strategies, enhanced their competence, and strengthened their professional

confidence (Liu, 2023). This is further supported by studies highlighting that reflective practice fosters adaptive teaching and ongoing professional development (Zembylas, 2020). Thus, instructional supervision functioned as a reflective and developmental mechanism that supported sustained professional growth over time.

Recent studies affirmed the continued relevance of reflective practice in educational supervision. Collie (2021) found that reflective supervisory dialogue significantly enhanced teacher adaptability and instructional resilience in accountability-driven contexts. Liu (2023) reported that structured reflective engagement during curriculum reforms strengthened teachers' instructional decision-making and long-term professional growth. Additionally, Kraft and Blazar (2020) demonstrated that feedback cycles grounded in reflective coaching improved teacher effectiveness and sustained instructional improvement. These findings supported Schön's Theory as a strong framework for understanding how supervision under the MATATAG Curriculum promoted ongoing professional development.

Kelchtermans' Theory of Professional Identity in Teaching (2009) explained that teachers' professional identity evolved through lived experiences, reflection, and contextual influences within institutional environments. Professional identity encompassed teachers' self-understanding, task perception, commitment, and future orientation. Supervisory feedback and reform expectations influenced how teachers interpreted their professional roles and aligned their instructional practices with institutional goals.

Kelchtermans' Theory of Professional Identity in Teaching was applied as a framework to examine how instructional supervision shapes teachers' professional identity and aligns with instructional goals. The Theory guided the analysis by viewing teachers'

experiences of supervision as processes that influence how they interpret their roles, responsibilities, and sense of purpose within the school context (Kelchtermans, 2009). Supported by recent literature, professional identity is continuously shaped through reflection, interaction, and engagement with reform-driven practices such as curriculum implementation (Liu, 2023). Based on the participants' accounts, supervision created opportunities for reflective thinking that enabled teachers to reassess their beliefs, strengthen their commitments, and align their instructional practices with intended learning goals (Beauchamp & Thomas, 2022). Through this application, the study highlights that professional identity develops progressively through ongoing interaction with feedback, expectations, and institutional demands, positioning instructional supervision as a key mechanism in fostering purposeful and reflective teaching.

Recent research underscored the importance of professional identity development in reform contexts. Liu (2023) highlighted that structured feedback during curriculum implementation significantly shaped teachers' identity reconstruction and commitment to reform initiatives. Darling-Hammond et al. (2022) emphasized that sustained professional learning strengthened teachers' sense of purpose and instructional coherence. Skaalvik and Skaalvik (2023) further reported that professional identity and self-efficacy were closely linked to supportive leadership and structured supervision. These contemporary findings affirmed that Kelchtermans' framework remained highly relevant in explaining how instructional supervision under the MATATAG Curriculum shaped teachers' identity and goal alignment.

General Statement of the Problem

This study examined the school heads' instructional supervision and teacher satisfaction in relation to teachers' work performance in Tubod District, Division of Lanao del Norte for the School Year 2025-2026.

Specifically, the study sought to answer the following questions:

1. What is the level of school heads' instructional supervision as perceived by the respondents in terms of observation, feedback, mentoring, and professional support?
2. What is the level of teacher satisfaction in terms of workload, recognition, professional growth, and work condition?
3. What is the level of teachers' work performance?
4. Is there a significant relationship between the school heads' instructional supervision and teacher satisfaction?
5. Is there a significant relationship between the school heads' instructional supervision and teachers' work performance?
6. What are the teachers' experiences in the implementation MATATAG Curriculum.

Hypothesis

Ho1: There is no significant relationship between the levels of the school heads' instructional supervision and teacher satisfaction.

Ho2: There is no significant relationship between the level of the school heads' instructional supervision and teachers' work performance.

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SCHOOL HEADS' INSTRUCTIONAL SUPERVISION IN RELATION TO TEACHER SATISFACTION AND WORK PERFORMANCE

ABSTRACT

Education is globally recognized as a key driver of social and economic development, equipping individuals with the knowledge, skills, and values necessary for personal and professional growth. This study examined school heads' instructional supervision, teacher satisfaction, and teachers' work performance in Tubod District, Division of Lanao del Norte. There were 120 teachers as respondents selected through stratified random sampling. A descriptive correlational research design was employed to determine the relationships among the variables. Data were gathered using two researcher-made questionnaires measuring instructional supervision and teacher satisfaction. Teacher work performance was determined through documentary analysis of the official Department of Education's Individual Performance Commitment and Review Form (IPCRF). Mean and Standard Deviation were used to determine the levels of the variables, while Pearson Product-Moment Correlation Coefficient was utilized to test the significant relationships among instructional supervision, teacher satisfaction, and work performance. Findings revealed that instructional supervision by school heads was very satisfactory, Teacher satisfaction was very high, and teachers' work performance was very satisfactory. Results further showed a significant relationship between instructional supervision and teacher satisfaction, as well as between instructional supervision and work performance, particularly in observation, feedback, and mentoring. However, professional support did not show a significant relationship with work performance. Effective instructional

supervision enhances teacher satisfaction and work performance. It is recommended that school heads, teachers, and Department of Education officials strengthen supervisory practices, supportive policies, professional development programs, and continuous research initiatives to sustain educational improvement.

Keywords: *instructional supervision, professional development, school leadership, teacher satisfaction, work performance,*

INTRODUCTION

Education was recognized worldwide as a fundamental driver of social and economic development, enabling individuals to acquire knowledge, skills, and values essential for personal and societal growth (UNESCO, 2021). At the national level, education contributed to human capital development, national progress, and the achievement of sustainable development goals (OECD, 2022). In the Philippines, the Department of Education (DepEd) played a vital role in ensuring that every learner had access to quality instruction and equal opportunities for academic achievement. In recent years, DepEd implemented reforms aimed at enhancing teacher competence, improving school leadership, and strengthening accountability in teaching practices (Department of Education, 2023). A key mechanism supporting these reforms was instructional supervision, which ensured that classroom practices met curriculum standards and that teachers received guidance for professional growth (Dacer et al., 2025).

Several studies have shown that effective instructional supervision enhances teacher performance and satisfaction. Supervision was viewed not merely as monitoring but as professional collaboration that promoted reflective teaching and instructional improvement (Hallinger, 2022). When school heads provided feedback, coaching, and mentoring, teachers felt supported and motivated, leading to stronger commitment and better classroom performance (Skaalvik & Skaalvik, 2023). A recent study also found that strong instructional supervision positively affected teacher job satisfaction in public high schools (Dacer et al., 2025).

However, the effectiveness of instructional supervision varied depending on how it was implemented and how teachers perceived it. Recent research indicated that overly rigid monitoring, limited feedback, and weak communication from school leaders could reduce

teacher morale, increase stress, and negatively affect performance (Madigan & Kim, 2021). Conversely, supportive, collaborative, and development-oriented supervision was shown to significantly enhance teacher satisfaction, motivation, and overall work performance (Hallinger, 2022). A recent study also found that effective instructional supervision positively influenced teacher job satisfaction and classroom performance in public high schools (Dacer et al., 2025). Thus, examining the relationships among school heads' instructional supervision, teacher satisfaction, and work performance provided meaningful insights into how leadership practices can directly influence the quality of teaching and learning outcomes.

Instructional supervision was key to improving teaching practices and teacher performance. It helped school heads ensure effective instruction, promote professional growth, and maintain education quality. Dacer et al. (2025) found that supervision provided guidance and feedback that improved teachers' skills and classroom management. Similarly, Daigon and Alcopra (2024) reported that instructional supervision enhanced teacher efficacy, while Castillo (2025) highlighted its positive impact on teacher job performance. Effective supervision also fostered collaboration, confidence, and a supportive teaching environment.

Recent studies highlighted the strong link between instructional supervision and positive teacher outcomes, such as job satisfaction and improved work performance. Castillo (2024) found that instructional supervision strategies such as regular classroom observation, mentoring, and coaching significantly improved teachers' motivation and instructional delivery. Likewise, Quilala and Tantiado (2025) emphasized that when school heads provided constructive feedback and professional development support, teachers

became more committed, efficient, and satisfied with their work. These findings affirmed that instructional supervision was not merely an evaluative process but a developmental approach that contributed to teachers' growth and enhanced the quality of education provided to learners.

Teacher satisfaction was a multifaceted construct influenced by factors such as workload, recognition, professional development, and work conditions. According to Herzberg et al. (1959), intrinsic factors such as achievement and recognition contributed to job satisfaction, while extrinsic factors like working conditions and policies could lead to dissatisfaction. Recent studies examined the factors influencing teacher satisfaction in the context of curriculum reforms and educational changes. A study by Dacer et al. (2025) investigated the extent of instructional supervision and its impact on teacher job satisfaction in public high schools in Camarines Norte. The research found that the extent of school heads' instructional supervision was positively correlated with teachers' job satisfaction, highlighting the importance of leadership practices in influencing teachers' attitudes and well-being. This finding suggested that supportive supervision could enhance teacher satisfaction, thereby improving teaching performance.

Teacher satisfaction remained a critical component of educational success, as it directly affected motivation, instructional quality, and teacher retention. According to Tanucan et al. (2022), effective leadership practices, particularly those that promoted open communication, collaboration, and digital support, significantly enhanced teachers' job satisfaction. Laurenio and Cabal (2023) found that when teachers' professional and personal values aligned with their work environment, their commitment and morale increased, leading to higher satisfaction. Moreover, Tria (2023) emphasized that

recognizing teachers' contributions and providing professional development opportunities remain central to fostering a sense of fulfillment and engagement in the profession. Collectively, these studies affirmed that teacher satisfaction flourished in supportive and empowering school environments where leadership, recognition, and value alignment were consistently practiced.

Bayani et al. (2025) explored the relationship between instructional leadership practices and teachers' pedagogical competence. The findings revealed that effective instructional leadership practices were associated with higher levels of teachers' pedagogical competence, indicating that supportive leadership contributed to teachers' professional growth and satisfaction. These results emphasized the role of leadership in fostering a positive work environment and enhancing teacher satisfaction. Teacher satisfaction was influenced by factors such as leadership practices, workload, and professional development opportunities. Supportive instructional supervision and effective leadership contributed to higher levels of teacher satisfaction, which in turn positively impacted teaching effectiveness and student outcomes.

Teacher work performance served as a crucial measure of instructional effectiveness and overall school success. In this study, teacher work performance was operationalized using the Department of Education's Individual Performance Commitment and Review Form (IPCRF), which encompassed key constructs such as content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, and personal growth and professional development. These domains reflected how efficiently and effectively teachers carried out their professional responsibilities, including lesson

preparation, classroom management, and student engagement. According to Dela Peña (2023), teacher work performance was influenced by both intrinsic and extrinsic factors, including supervision, motivation, and organizational support. When school heads provided consistent instructional supervision, teachers demonstrated higher commitment, productivity, and competence in accomplishing their tasks. Effective supervision also ensured that teachers adhered to established performance standards, thereby improving instructional delivery and the overall quality of education.

Furthermore, recent studies emphasized that teacher work performance improved when instructional supervision was developmental rather than evaluative. Castillo (2024) noted that supportive supervision practices such as mentoring, coaching, and constructive feedback directly enhanced teachers' instructional behaviors and job efficiency. Similarly, Quilala and Tantiado (2025) found that teachers who received guidance and recognition from their school heads exhibited greater motivation and improved classroom performance. These findings underscored the importance of school heads' instructional supervision as a determinant of teacher work performance. When supervision was characterized by professional support and trust, it led to a more motivated teaching force capable of delivering high-quality instruction.

The reviewed literature underscored the interrelationship among school heads' instructional supervision, teacher satisfaction, and teacher work performance. Effective instructional supervision served as a vital mechanism in fostering teacher growth, ensuring accountability, and maintaining instructional quality. When school heads provided supportive, developmental, and consistent supervision, teachers experienced greater professional satisfaction, which enhanced their motivation, commitment, and instructional

efficiency. In turn, satisfied teachers demonstrated higher levels of work performance, contributing to improved teaching practices and a more positive learning environment. Addressing issues related to workload, professional development, and supervisory support was therefore essential to sustain teacher satisfaction and optimize performance, ultimately advancing educational quality and organizational effectiveness within schools.

Conceptual Framework

The instructional supervision of school heads played a vital role in ensuring the quality of teaching and learning in schools, as it directly influenced teachers' motivation, effectiveness, and overall performance. Effective supervision strengthened instructional practices, enhanced teacher competence, and contributed to improved organizational performance. Central to this study were three interrelated variables: school heads' instructional supervision, teacher satisfaction, and teachers' work performance, which together reflected the overall effectiveness of leadership and instructional management in achieving educational goals.

Instructional supervision was broadly defined as the set of leadership practices carried out by school heads to improve teaching and learning through systematic classroom observation, constructive feedback, mentoring, and sustained professional support (Hallinger, 2022). It went beyond mere evaluation by fostering collaboration, reflective practice, and continuous professional growth, thereby improving instructional quality and teacher effectiveness. Operationally, in this study, instructional supervision referred to the structured guidance, mentoring, and feedback mechanisms provided by school heads to teachers to ensure the effective delivery of instruction and attainment of educational goals. Specifically, the study measured instructional supervision by assessing the extent to which

school heads observed classroom practices, provided timely and constructive feedback, and supported teachers' professional development. The constructs of instructional supervision in this study focused on observation, feedback, mentoring, and professional support.

Observation in instructional supervision refers to the systematic monitoring of teachers' classroom practices by school heads to assess lesson delivery, teaching strategies, and classroom management. Classroom observation served as a vital tool for enhancing teaching performance as it enabled supervisors to identify strengths, address challenges, and provide appropriate guidance. According to Ovando and Ramirez (2021), observation provided school heads with data to facilitate reflective discussions with teachers and improve pedagogical practices. Likewise, recent studies indicated that classroom observation significantly contributed to teacher professional growth and job satisfaction when conducted within a supportive, developmental, and non-punitive framework (OECD, 2023). In the Philippine context, Maligalig and Raguindin (2023) underscored that effective observation ensured teacher accountability and promoted high standards of teaching performance, ultimately improving the overall quality of education.

Feedback in instructional supervision referred to the constructive and timely responses provided by school heads after classroom observations to improve teaching practices. Effective feedback promoted reflection and continuous professional growth. Recent studies showed that clear, instructional-focused feedback enhanced teacher effectiveness and classroom performance (Kraft & Gilmour, 2021), strengthened professional learning and instructional improvement (Hallinger, 2022), and increased teacher motivation and confidence when delivered in a supportive manner (Wisniewski et al., 2021).

Mentoring in instructional supervision referred to the developmental guidance provided by school heads to strengthen teachers' instructional skills and professional competence. It emphasized growth rather than evaluation. Recent studies confirmed that structured mentoring improved teacher effectiveness and classroom practice (Allen et al., 2022), enhanced job satisfaction and retention (Bressman et al., 2021), and promoted adaptive teaching through collaborative professional learning (Admiraal & Røberg, 2023). When school heads acted as mentors, they fostered a supportive environment that strengthened teacher satisfaction and overall work performance.

Professional support in instructional supervision referred to the provision of resources, training, and opportunities for continuous professional development that enabled teachers to perform effectively and remain motivated in their work. It extended beyond classroom supervision to include seminars, workshops, coaching, and peer collaboration. Recent studies have emphasized that sustained, job-embedded professional learning is essential for improving instructional quality and maintaining teacher satisfaction (Kraft et al., 2022). Likewise, research showed that supervision integrated with structured professional development significantly strengthened teacher competence and overall performance (Hallinger, 2022). Consistent professional support from school heads helped teachers stay committed and productive, contributing to improved work performance and overall institutional success (Ronda & Bautista, 2022).

Teacher Satisfaction is conceptually defined as the degree to which teachers feel fulfilled, motivated, and positively engaged in their professional roles, influenced by both intrinsic and extrinsic factors (Herzberg et al., 1959). It reflected educators' overall morale, motivation, and sense of accomplishment in their work environment. Operationally, in this

study, teacher satisfaction referred to the level of contentment and motivation experienced by teachers regarding their instructional duties, working conditions, and the supervisory support they received from school heads. The constructs of teacher satisfaction in this study included workload, recognition, professional growth, and work conditions, which together provided a comprehensive understanding of teachers' well-being and its influence on their work performance and professional commitment.

Workload refers to the amount and intensity of teaching-related responsibilities assigned to teachers, including lesson planning, classroom instruction, assessment, and administrative duties. Excessive workload might reduce teacher satisfaction, while balanced, manageable demands enhance motivation and performance. Recent research indicates that teachers who perceived their workload as overwhelming were more likely to experience increased stress and lower job satisfaction (Skaalvik & Skaalvik, 2023). Klassen et al. (2020) found that high workload and time pressure contributed to emotional exhaustion, ultimately lowering job satisfaction and teaching effectiveness. In the Philippine context, Llego (2023) emphasized that reducing non-teaching tasks and ensuring adequate support from school heads were essential in maintaining teacher satisfaction and sustaining high-quality instruction.

Recognition referred to the acknowledgment and appreciation of teachers' professional efforts, achievements, and contributions by school leaders, peers, and the community. Recognition strengthened morale, reinforced positive behavior, and fostered a sense of belonging within the organization. Herzberg et al. (1959) identified recognition as one of the strongest motivators for job satisfaction. More recent research by Tran et al. (2022) revealed that recognition and praise from school administrators significantly

enhanced teachers' professional commitment and job satisfaction. In the Philippine setting, Espina (2023) emphasized that regular acknowledgment from school heads, such as commendations and performance-based incentives, increased teachers' motivation and reinforced effective teaching practices.

Professional growth refers to opportunities for teachers to enhance their competencies through training, mentoring, and continuing education. Such opportunities promoted teacher satisfaction by supporting mastery and professional advancement. Recent studies showed that sustained professional development improved instructional effectiveness (Admiraal & Røberg, 2023), strengthened teacher engagement and commitment (Goddard et al., 2022), and enhanced classroom performance when supported by school leadership (Allen et al., 2022). Sustained participation in professional development programs led by school heads significantly increased teacher engagement and instructional performance (Gonzales & Santos, 2021). In this study, professional growth was measured by the extent to which teachers received opportunities for learning and advancement supported by instructional supervision.

Work Conditions referred to the physical, social, and organizational environment where teachers performed their duties, including classroom facilities, administrative support, relationships with colleagues, and overall school climate. Favorable working conditions enhanced satisfaction and retention, while poor conditions contributed to stress and attrition. Johnson et al. (2020) found that supportive and resource-rich environments increased teacher engagement and job satisfaction. In addition, Ronda and Bautista (2022) highlighted that school heads who ensured safe, collaborative, and well-resourced

workplaces fostered higher morale and improved teacher performance. Thus, work conditions directly affected both satisfaction and overall work outcomes.

Teacher Work Performance referred to the extent to which teachers effectively fulfilled their professional duties and responsibilities to promote student learning and achieve instructional goals. It included key dimensions such as instructional delivery, classroom management, assessment practices, and professional engagement. In the Philippine context, teacher performance is evaluated using the Results-Based Performance Management System (RPMS), which aligned with the Philippine Professional Standards for Teachers (PPST) and measured competency-based indicators of effectiveness (Department of Education (DepEd, 2022). High levels of teacher performance reflected not only instructional competence but also a strong commitment to professional growth and learner achievement.

Various factors, including supervision, motivation, and work environment, influenced teacher work performance. Nguyen et al., (2020) noted that supportive instructional leadership and consistent feedback enhanced teacher performance and instructional quality. Toropova et al., (2021) emphasized that teacher well-being and job satisfaction were strong predictors of work performance and classroom effectiveness. In the Philippine context, providing adequate supervision, recognition, and conducive working conditions was crucial in maintaining high levels of teacher performance.

Operationally, in this study, *teacher work performance* referred to teachers' effectiveness in carrying out their assigned tasks as reflected in their IPCRF ratings. It included lesson preparation and delivery, classroom management, learner assessment, and participation in school-related activities. Consistent with DepEd (2019) standards, teacher

performance served as an indicator of how instructional supervision and teacher satisfaction contributed to professional competence and educational outcomes.

In the framework, instructional supervision served as the independent variable, hypothesized to be positively related to teacher satisfaction and teacher work performance. Each variable was defined and measured through specific constructs, allowing a comprehensive assessment of how school heads' supervisory practices influenced teachers' motivation, commitment, and overall job performance. The framework illustrates an interconnected relationship in which effective instructional supervision enhanced teacher satisfaction, which, in turn, contributed to improved work performance. This relationship underscored the vital role of school leadership in fostering a supportive professional environment that promoted teacher well-being, productivity, and instructional effectiveness.

Next page shows the Schematic Diagram of the Study.

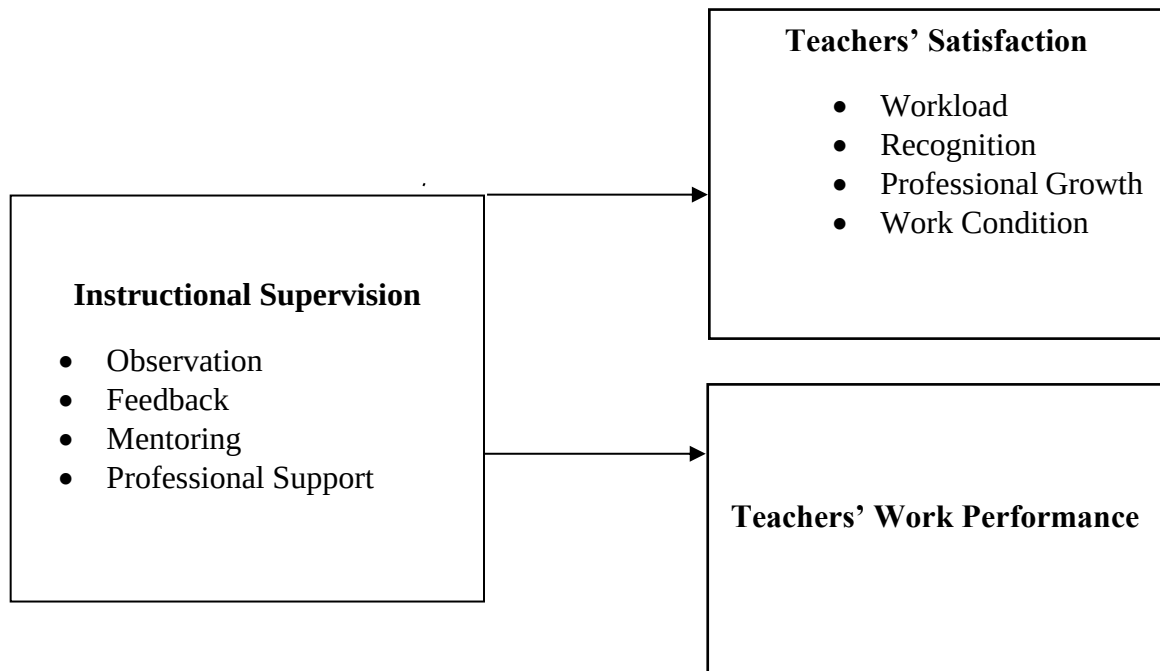


Figure 1. Schematic Diagram of the Study

Statement of the Problem

This study examined the school heads' instructional supervision and teacher satisfaction in relation to teachers' work performance. It was conducted in Tubod District, Division of Lanao del Norte for the School Year 2025-2026. Specifically, the study sought to answer the following questions:

1. What is the level of the school heads' instructional supervision as perceived by the respondents in terms of observation, feedback, mentoring, and professional support?
2. What is the level of the teacher satisfaction in terms of workload, recognition, professional growth, and work condition?
3. What is the level of the teachers' work performance?
4. Is there a significant relationship between the levels of the school heads' instructional supervision and teacher satisfaction?
5. Is there a significant relationship between the levels of the school heads' instructional supervision and teachers' work performance?

Hypotheses

Ho1: There is no significant relationship between the levels of the school heads' instructional supervision and teacher satisfaction.

Ho2: There is no significant relationship between the levels of the school heads' instructional supervision and teachers' work performance.

RESEARCH METHODOLOGY

Design

This quantitative study employed a descriptive-correlational design. The design is useful for describing one phenomenon in relation to another when the researcher has no control over the independent variables (Creswell, 2014). This design was appropriate for the study to determine the relationship between school heads' instructional supervision, teachers' satisfaction, and work performance.

Setting

This study was conducted in public elementary schools in the Tubod District, Division of Lanao del Norte, during School Year 2025–2026. The chosen research locale comprised public elementary schools in the Tubod District that served learners from different barangays. These schools are staffed with teachers across various grade levels who are directly involved in classroom instruction and are subject to the instructional supervision by their school heads. The setting was appropriate for this study, as it allowed examination of the relationship among school heads' instructional supervision, teachers' satisfaction, and teachers' work performance.

Respondents

The respondents of the study were 120 teachers from Tubod District, Division of Lanao del Norte. The appropriate sample size was determined using the Raosoft sample size calculator to ensure statistical reliability and representation. To select participants, a stratified random sampling technique was employed, ensuring equitable representation across grade levels and schools within the district. The inclusion criteria for the respondents were as follows: (1) teachers who were currently handling Grades 1 to 6 learners, (2) those

with at least one year of teaching experience, and (3) those who gave consent to participate in the study.

Instruments

The following instruments were used in this study:

A. Instructional Supervision Questionnaire. This researcher-developed questionnaire consisted of 24 statements, each with four indicators. The first indicator consisted of six statements on observation. The second indicator consisted of six statements on feedback. The third indicator consisted of six statements of mentoring. The fourth indicator consisted of six statements on professional support. The 4-point Likert Scale was used in the instrument. The questionnaire underwent validation by experts in the field. A pilot test was conducted with teachers who were not included as actual respondents to assess the instrument's reliability. A Cronbach's alpha of 0.89 indicated that the instrument was reliable for use by the actual respondents. In determining the instructional supervision, the scale was used:

Responses	Continuum	Interpretation
4 - Strongly Agree (SA)	3.26-4.0	Very Good (VG)
3 - Agree (A)	2.51-3.25	Good (G)
2 - Disagree (DA)	1.76-2.50	Poor (P)
1 - Strongly Disagree (SD)	1.00-1.75	Very Poor (VP)

B. Teacher Satisfaction Questionnaire. This researcher-made tool assessed the teachers' level of satisfaction questionnaire. It was composed of four indicators, namely: workload, recognition, professional growth, and work condition. The questionnaire

consisted of 24 statements. The questionnaire underwent validation process with experts in the field. A pilot test was conducted with teachers who were not included as actual respondents to determine the reliability of the instrument. A Cronbach's alpha of 0.80 made the instrument reliable for use by the actual respondents.

In determining level of the teachers' level of satisfaction, the following scale was used:

Responses	Continuum	Interpretation
4 - Strongly Agree (SA)	3.26-4.0	Very High (VH)
3 - Agree (A)	2.51-3.25	High (H)
2 - Disagree (D)	1.76-2.50	Low (L)
1 - Strongly Disagree (SD)	1.00-1.75	Very Low (VL)

C. Teacher Work Performance. The assessment of teachers' work performance was conducted through documentary analysis using the DepEd Individual Performance Commitment and Review Form (IPCRF) for school year 2025-2026. This document served as the standard tool in evaluating teacher performance in terms of instructional delivery, classroom management, and learner outcomes. The IPCRF results were obtained with proper authorization from school heads and were treated with the highest confidentiality. These documents provided objective and authentic data on teacher work performance, as they were based on institutional evaluation standards of the Department of Education.

The scale below was used in interpreting the data gathered.

Responses	Continuum	Interpretation
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5 – Outstanding	4.50 – 5.00	Performance exceeds expectations
4 – Very Satisfactory	3.50 – 4.49	Performance meets and often exceeds expectation
3 – Satisfactory	2.50 – 3.49	Performance meets basic expectations
2 – Unsatisfactory	1.50 – 2.49	Performance occasionally falls below expectations
1 – Poor	1.00 – 1.49	Performance consistently falls short of expectations

Data Gathering Procedure

When collecting data for this study, the researcher rigorously adhered to the guidelines. First, approval was secured from the Graduate School of Misamis University to conduct the research. Subsequently, authorization was obtained from the Schools Division Superintendent and the District Supervisor, as the study involved teachers within the division. Permission was also sought from the school heads of the identified elementary schools.

After retrieving the responses, the data were analyzed using the Statistical Package for the Social Sciences (SPSS). To ensure confidentiality, all collected data were kept strictly anonymous, coded accordingly, and stored securely for research purposes only. The respondents' identities were not revealed, and all information was handled with utmost care to preserve their privacy.

Ethical Considerations

Before the study was conducted, approval from the MU Research Ethics Committee (MUREC) was secured to ensure that the research adhered to ethical standards. Participation in this research was purely voluntary. The participants were informed of their

right to withdraw from the study at any time. They were allowed to change their decision after initially accepting the terms of participation and signing the consent form. No penalty was imposed for refusing or withdrawing from the study, and such actions did not affect any relationship with the researcher (s). The participants were also entitled to review any information they provided and to omit part or all of the recorded information during the study and/or upon declining or withdrawing from participation.

Moreover, a consent letter was provided to participants who were of legal age to ensure they clearly understood the essential information related to the study. This information included the benefits, implications, and institutional approval of the research, as well as their agreement or refusal to answer the interview questions and participate in the study.

Complete anonymity was strictly maintained to protect participants' personal information and ensure confidentiality. Their identities were not disclosed to readers and were instead represented by codes (e.g., Respondent 1, Respondent 2). Proper credits were given, credible and reliable sources were used, results were presented transparently, and research findings were interpreted accurately and objectively. The study upheld integrity and institutional credibility in conducting an ethically sound and acceptable research investigation.

Data Analysis

The following statistical tools were used in the study:

Mean and Standard Deviation were used to determine school heads' instructional supervision in relation to teachers' satisfaction and work performance.

Pearson Product-Moment Correlation Coefficient was used to investigate the relationships between school heads' instructional supervision and teachers' satisfaction and work performance.

RESULTS AND DISCUSSIONS

Level of School Heads' Instructional Supervision as Perceived by the Teacher

Table 1 presents the level of school heads' instructional supervision as perceived by the teachers. The overall result revealed that instructional supervision was perceived to be very good ($WM = 3.69$; $SD = 0.484$). This indicates that school heads consistently demonstrated effective supervisory practices that supported teachers in the delivery of instruction and implementation of educational programs. The relatively low standard deviation further suggests that the teachers shared similar positive perceptions regarding the instructional supervision provided by their school heads.

Among the constructs, Professional Support obtained the highest rating and was interpreted as very good ($WM = 4.41$; $SD = 0.4469$), indicating that school heads strongly supported teachers through professional assistance and development opportunities. This was followed by Observation ($WM = 3.46$; $SD = 0.4184$), Feedback ($WM = 3.45$; $SD = 0.3784$), and Mentoring ($WM = 3.42$; $SD = 0.4810$), all of which were likewise interpreted as very good. These findings suggest that school heads effectively carried out various supervisory functions, with professional support emerging as the most evident practice perceived by the teachers.

The high perception of Professional Support may reflect the school heads' commitment to teacher growth through targeted support activities such as the provision of instructional materials, access to professional development, and collaborative problem-solving initiatives (Grissom et al., 2021). Recent research consistently emphasized that effective instructional leaders move beyond evaluation and actively strengthen teaching practice by providing resources, structured feedback, and facilitating professional learning

communities that promote collective improvement (Hallinger, 2022). Teachers who feel supported are more likely to implement new strategies, engage in reflective practice, and sustain motivation (Leithwood et al., 2020). Thus, the highly satisfactory rating in this area aligned with best practices in instructional leadership, in which support extended beyond critique to foster a nurturing environment for ongoing teacher development.

The similarly high ratings for *Observation, Feedback, and Mentoring* suggested a balanced and development-oriented supervisory approach in the schools studied. Recent evidence confirmed that structured classroom observation, followed by high-quality feedback, significantly strengthens instructional practice and teacher effectiveness (Goddard et al., 2022). Studies further indicated that mentoring embedded within supervision promotes collaborative reflection and differentiated professional growth, particularly when school leaders cultivate supportive professional cultures (Schleicher, 2023). Moreover, leadership practices grounded in trust, dialogue, and shared instructional goals have been shown to enhance teachers' professional capacity and sustained commitment (Grissom et al., 2021). Given that compliance-driven supervision was often associated with limited instructional impact, the present findings reflected a developmental supervisory orientation that prioritizes teacher learning and continuous improvement, likely resulting in positive teacher outcomes.

Several recent empirical studies supported these findings. For instance, instructional leadership practices such as focused classroom observation, constructive feedback, and sustained professional support were shown to significantly improve teacher effectiveness and student achievement (Hallinger, 2022). Likewise, Leithwood et al. (2020) demonstrated that leadership that emphasized supportive supervision correlates

with higher teacher satisfaction and instructional quality. These studies affirmed that comprehensive instructional supervision practices, as perceived by teachers in this study, aligned with broader evidence on effective school leadership.

However, not all recent literature aligned with these positive perceptions. Some studies indicated that instructional supervision was still perceived by teachers as evaluative rather than developmental, which could increase stress and reduce job satisfaction (Skaalvik & Skaalvik, 2022). In contexts where supervision is closely tied to accountability systems instead of professional growth, teachers reported lower levels of trust and collegiality toward leadership (De Mattos et al., 2021). These contrasting findings suggested that the effectiveness of instructional supervision remains highly context-dependent, shaped by school culture, leadership capacity, and systemic policy priorities.

The findings had important implications for school leadership and policy. First, they suggested that a developmental approach to supervision, one that balanced observation, feedback, mentoring, and professional support, was perceived positively by teachers and could enhance instructional quality. School leaders could therefore continue to invest in building supervisory skills that emphasize support and professional growth. Educational administrators and policy makers might also consider professional learning opportunities that strengthen instructional leadership competencies. Lastly, teacher education programs could prepare future leaders to adopt supervision practices that were collaborative, reflective, and supportive, aligning with evidence-based leadership models that contributed to sustained school improvement.

Table 1

Level of School Heads' Instructional Supervision as Perceived by the Teachers			
Constructs	WM	StDev	Interpretation
Observation	3.46	0.4184	Very Good
Feedback	3.45	0.3784	Very Good
Mentoring	3.42	0.4810	Very Good
Professional Support	4.41	0.4469	Very Good
Overall Weighted Mean	3.69	0.484	Very Good
<i>Legend:</i>	<i>3.26-4.00 – Very Good (VG)</i> <i>1.76-2.50 - Poor</i> <i>2.51-3.25 – Good (G)</i> <i>1.00-1.75 – Very Poor</i>		

Level of the Teachers' Satisfaction

Table 2 presents the level of teachers' satisfaction. The overall result revealed that teachers' satisfaction was very high (WM = 3.47; SD = 0.0370). This indicates that teachers were generally highly satisfied with their work experiences and the support they received within the school environment. The low standard deviation suggests that the respondents had relatively similar perceptions regarding their level of satisfaction.

Among the constructs, Workload obtained the highest rating and was interpreted as very high (WM = 3.49; SD = 0.4772), indicating that teachers were highly satisfied with the management of their assigned duties and responsibilities. This was closely followed by both Professional Growth and Work Condition, which were likewise rated very high (WM = 3.48; SD = 0.4622) and (WM = 3.48; SD = 0.5121), respectively, suggesting that teachers were satisfied with opportunities for professional development and the conditions under which they performed their work. Meanwhile, Recognition received the lowest mean score, although it remained within the very high category (WM = 3.41; SD = 0.5538), indicating that teachers generally felt acknowledged and valued for their contributions. Overall, the findings suggest that all dimensions of teacher satisfaction were perceived positively by the respondents.

The high rating in *Workload* implies that teachers felt capable of managing their responsibilities without excessive stress, reflecting a school context where duties were structured in a manageable and supportive manner (OECD, 2023). Likewise, the very high rating in *Recognition* suggested that teachers feel appreciated and professionally valued, which played a crucial role in strengthening motivation, engagement, and job satisfaction (Collie, 2021). The satisfaction with *Professional Growth* indicated that teachers perceived sufficient opportunities for learning, training, and career advancement, aligning with the idea that continuous development contributed to both teacher retention and instructional quality (Day & Gu, 2020).

The positive perception of *Work Condition* reflected satisfaction with both the physical and psychosocial aspects of the workplace, including resources, facilities, administrative support, and collegial relationships. Research highlighted that work conditions significantly influence teacher well-being, engagement, and effectiveness (OECD, 2021). These findings suggested that a combination of supportive supervision, recognition, manageable workload, and opportunities for growth creates an environment where teachers feel highly satisfied. The consistency across constructs, as indicated by the low standard deviations, further reinforced that these perceptions were shared broadly among the teaching staff.

Several studies supported these results. Recent research indicated that high teacher satisfaction was strongly associated with manageable workloads, professional recognition, and supportive school environments (Toropova et al., 2021). Similarly, contemporary findings showed that acknowledgment and appreciation from school leaders significantly enhance teacher morale, motivation, and overall job satisfaction (Skaalvik & Skaalvik,

2023). Professional growth opportunities positively influenced teachers' job satisfaction and commitment, confirming the patterns observed in the present study (Day & Gu, 2020).

However, some literature reported contrasting findings. In school contexts where workload demands were excessive and resources were insufficient, teacher satisfaction tended to decline significantly (OECD, 2023). Similarly, recent research showed that limited recognition, inadequate professional development opportunities, and weak organizational support are strongly associated with teacher burnout, reduced motivation, and higher turnover intentions (Madigan & Kim, 2021). These findings suggested that teacher satisfaction was highly influenced by workload demands, availability of resources, leadership support, and professional development opportunities, and might not be consistently high across all educational settings.

The findings indicated that teachers in the studied context experienced high job satisfaction, which can enhanced instructional quality, commitment, and overall school performance. School administrators could continue to ensure manageable workloads, recognize teachers' contributions, provide meaningful professional growth opportunities, and maintain positive working conditions. These factors were not only crucial for sustaining high teacher satisfaction but also for promoting a supportive and productive learning environment.

Table 2

Level of Teachers' Satisfaction			
Constructs	WM	StDev	Interpretation
Workload	3.49	0.4772	Very High
Recognition	3.41	0.5538	Very High
Professional Growth	3.48	0.4622	Very High
Work Condition	3.48	0.5121	Very High
Overall Weighted Mean	3.47	0.0370	
<i>Legend:</i>			
3.26-4.00 – <i>Very High (VH)</i>		1.76-2.50 – <i>Low (L)</i>	
2.51-3.25 – <i>High (H)</i>		1.00-1.75 – <i>Very Low (VL)</i>	

Level of Teachers' Work Performance

Table 3 presents the level of teachers' work performance. The results revealed that the teachers demonstrated a Very Satisfactory level of work performance, as reflected by the overall weighted mean of 4.31. This finding indicates that teachers consistently performed their duties and responsibilities effectively and met the expected standards of performance. The result further suggests that the respondents maintained a high level of competence and commitment in carrying out their professional roles.

In terms of the distribution of responses, the majority of teachers were rated Very Satisfactory, comprising 80 respondents (66.67%). This was followed by 34 respondents (28.33%) who attained an Outstanding rating and 6 respondents (5.00%) who were rated Satisfactory. Notably, no respondents received Unsatisfactory or Poor ratings. These findings indicate that most teachers performed at a high level, with a considerable proportion demonstrating outstanding performance, reflecting the overall positive work performance of the respondents.

The predominance of *Very Satisfactory* and *Outstanding* ratings suggested that teachers consistently met or exceeded the school's expectations in planning, instruction, classroom management, and student engagement. This high performance might have been

linked to supportive supervisory practices, positive working conditions, and ongoing professional development opportunities (Leithwood et al., 2020). Performance evaluation frameworks that integrate accountability with professional growth fostered higher levels of teacher work performance, as educators were motivated not only to meet established standards but also to continuously improve their instructional practices (Hallinger, 2022).

The absence of unsatisfactory and poor ratings indicated a well-functioning professional culture where teachers were committed, competent, and aligned with school goals. Recent studies affirmed that high teacher performance was strongly associated with intrinsic motivation, professional recognition, and opportunities for career growth (Skaalvik & Skaalvik, 2023). Moreover, research showed that teacher satisfaction significantly predicted work performance, particularly when teachers experience manageable workloads, collegial support, and positive working conditions (Toropova et al., 2021). This suggested that fostering supportive professional environments enhanced both teacher well-being and instructional effectiveness. These findings reinforced the importance of nurturing both the professional and personal dimensions of teacher engagement to sustain high performance.

Empirical evidence supported the present findings. Recent studies indicated that instructional leadership and constructive supervision significantly enhanced teacher performance and student achievement. For instance, Hallinger (2022) emphasized that instructional leadership practices, particularly classroom observation and feedback, have a direct positive influence on teachers' instructional quality and effectiveness. Leadership practices focused on professional collaboration and capacity building significantly improve teacher performance and overall school outcomes (Leithwood et al., 2021).

Contrastingly, recent studies indicated that teacher performance might become inconsistent in schools experiencing resource limitations, large class sizes, and insufficient professional development support (OECD, 2023). In such contexts, even experienced teachers may struggle to sustain high levels of instructional effectiveness due to systemic and organizational constraints. This suggests that teacher performance is not determined solely by individual competence or effort but is also significantly influenced by structural conditions and institutional support mechanisms within the school environment.

The findings implied that the school provided an environment conducive to high teacher performance. Sustaining this performance required continued support, effective supervision, recognition, and opportunities for professional development. Administrators could maintain policies and practices that reinforced excellence, encouraged collaboration, and provided feedback mechanisms. These practices not only benefited teachers but also positively influenced student learning outcomes and overall school effectiveness.

Table 3

Level of the Teachers' Work Performance

Work Performance		Frequency	Percentage
Outstanding		34	28.33
Very Satisfactory		80	66.67
Satisfactory		6	5.00
Unsatisfactory		-	-
Poor		-	-
Weighted Mean	4.31	120	100.00
<i>Legend:</i>			
4.50-5.00 – Outstanding		2.50-3.49 – Satisfactory (S)	
3.50-4.49 – Very Satisfactory		1.50-2.49 – Unsatisfactory	
		1.00-1.49 – Poor	

Significant Relationship between the School Heads' Instructional Supervision and Teacher Satisfaction

Table 4 presented the significant relationship between school heads' instructional supervision and teacher satisfaction in terms of workload, recognition, professional growth, and work conditions. It showed the Pearson product-moment correlation coefficients (r) and corresponding significance values (p), indicating the strength and significance of the relationship between instructional supervision (observation, feedback, mentoring, and professional support) and the different dimensions of teacher satisfaction. The table reports Pearson correlation coefficients (r) and significance values (p), indicating the strength and significance of relationships between the independent variable (instructional supervision) and the dependent variable (teacher satisfaction).

Observation and Teacher Satisfaction. The correlation results showed that *observation* by school heads had a highly significant positive relationship with teacher satisfaction: *Workload* ($r = 0.522, p = 0.00$), *recognition* ($r = 0.531, p = 0.00$), *Professional Growth* ($r = 0.487, p = 0.00$), and *Work Condition* ($r = 0.470, p = 0.00$). This indicated that higher levels of classroom observation corresponded to higher levels of satisfaction in all measured areas. These findings suggested that teachers who were regularly observed perceived themselves as more accountable and better guided in their instructional duties, which reduced workload stress and enhanced satisfaction. Observation allowed school heads to identify teachers' strengths and areas for improvement, promoting fairness and constructive assessment. Teachers also tended to feel recognized and supported when observations were consistent and structured, which contributed to a more positive perception of their work environment. Recent evidence indicated that instructional observation was a core leadership practice that strengthened instructional quality and

teacher effectiveness (Leithwood, 2021). Studies also showed that observation processes that emphasize dialogue, collaboration, and developmental feedback enhanced reflective teaching and professional confidence (Allen et al., 2022). This aligned with the study's finding that observation was positively correlated with all dimensions of teacher satisfaction.

Feedback and Teacher Satisfaction. Feedback from school heads showed highly significant positive correlations with all constructs of teacher satisfaction: *Workload* ($r = 0.459$, $p = 0.00$), *Recognition* ($r = 0.416$, $p = 0.00$), *Professional Growth* ($r = 0.549$, $p = 0.00$), and *Work Condition* ($r = 0.516$, $p = 0.00$). Teachers who received timely and constructive feedback reported higher satisfaction levels. These results indicated that feedback served as both a motivational and developmental tool. Teachers benefited from constructive input that clarified expectations, acknowledged accomplishments, and offered strategies for improvement. Feedback reduced ambiguity in teaching tasks, enhanced a sense of recognition, and contributed to professional growth. When feedback was ongoing and supportive, it also fostered trust between teachers and school heads, strengthening overall job satisfaction. Leithwood et al., (2020) emphasized that feedback was integral to instructional leadership, directly influencing teacher motivation and job satisfaction. Recent research indicated that teachers who received constructive, specific, and timely feedback demonstrated higher levels of engagement, professional commitment, and overall job satisfaction (Wisniewski et al., 2021). These studies supported the observed strong correlations between feedback and teachers' satisfaction in the current study.

Mentoring and Teacher Satisfaction. Mentoring demonstrated a highly significant relationship with teacher satisfaction: *Workload* ($r = 0.577$, $p = 0.00$), *recognition* ($r =$

0.522, $p = 0.00$), *Professional Growth* ($r = 0.565$, $p = 0.00$), and *Work Condition* ($r = 0.606$, $p = 0.00$). Teachers who were guided through mentoring reported higher satisfaction across all domains. Mentoring provided teachers with personalized support, enabling them to navigate challenges, refine instructional strategies, and achieve professional goals. It reduced perceived workload stress by offering practical guidance and sharing best practices. Mentoring also reinforced recognition by demonstrating investment in teachers' development and strengthened work conditions by promoting a collaborative school culture. The strong correlations indicated that mentoring was highly influential in enhancing overall teacher satisfaction. Recent studies showed that structured mentoring programs improved teachers' confidence, reduced professional stress, and supported continuous growth (Allen et al., 2022). Likewise, evidence suggested that mentoring fostered supportive professional relationships and strengthened teachers' sense of efficacy, leading to higher job satisfaction (Admiraal & Røberg, 2023). The current findings were consistent with these studies, showing that mentoring was a significant predictor of teacher satisfaction.

Professional Support and Teacher Satisfaction. Professional support was highly significantly correlated with teacher satisfaction: *Workload* ($r = 0.480$, $p = 0.00$), *recognition* ($r = 0.525$, $p = 0.00$), *Professional Growth* ($r = 0.518$, $p = 0.00$), and *Work Condition* ($r = 0.489$, $p = 0.00$). Teachers who received adequate professional support felt more satisfied in managing workload, developing professionally, and perceiving favorable work conditions. Professional support reduced job-related stress by providing necessary resources, guidance, and administrative assistance. It fostered professional development and reinforced teachers' sense of being valued and recognized. Supportive practices created

a positive work environment that allowed teachers to focus on instructional quality rather than logistical challenges. The observed correlations indicated that professional support was a vital determinant of teacher satisfaction. Day and Gu (2020) emphasized that professional support, including access to resources and administrative backing, enhanced teacher satisfaction and performance. Recent evidence indicated that teachers demonstrate higher satisfaction and improved performance when school leaders provide strong professional support, foster collaborative cultures, and prioritize teacher development (Leithwood, 2021) the study's findings aligned with these conclusions, confirming the importance of professional support.

The findings are supported by Maslow's Hierarchy of Needs Theory (Maslow, 2020). According to Maslow, individuals are motivated and satisfied when their basic needs, psychological needs, and self-actualization needs are met. Instructional supervision addresses teachers' needs for recognition, professional growth, and supportive work conditions. Observation, feedback, mentoring, and professional support contribute to fulfilling these needs, resulting in higher job satisfaction, motivation, and performance. This theoretical perspective explained why the study found strong positive correlations between supervision and satisfaction.

The study highlighted the critical role of instructional supervision in promoting teacher satisfaction. School heads might have prioritized structured supervision practices that combined observation, feedback, mentoring, and professional support. Doing so could have enhanced teachers' sense of recognition, reduced workload-related stress, fostered professional development, and improved work conditions. Ultimately, such practices were

likely to improve teacher performance, retention, and student outcomes, demonstrating that effective instructional leadership benefits both educators and learners.

Table 4

Significant Relationship between the School Heads' Instructional Supervision and Teacher Satisfaction

Constructs	Workload	Recognition	Professional Growth	Work Condition
Observation	r=0.522 p=0.00** Reject Ho	r=0.459 p=0.00** Reject Ho	r=0.577 p=0.00** Reject Ho	r=0.480 p=0.00** Reject Ho
Feedback	r=0.531 p=0.00** Reject Ho	r=0.416 p=0.00** Reject Ho	r=0.522 p=0.00** Reject Ho	r=0.525 p=0.00** Reject Ho
Mentoring	r=0.487 p=0.00** Reject Ho	r=0.549 p=0.00** Reject Ho	r=0.565 p=0.00** Reject Ho	r=0.518 p=0.00** Reject Ho
Professional Support	r=0.470 p=0.00** Reject Ho	r=0.516 p=0.00** Reject Ho	r=0.606 p=0.00** Reject Ho	r=0.489 p=0.00** Reject Ho

Ho1: There is no significant relationship between the school heads' instructional supervision and teachers satisfaction.

*Significant Test: 0.00-0.01**Highly Significant 0.02-0.05*Significant above 0.05 Not Significant*

Significant Relationship between the School Heads' Instructional Supervision and Teachers' Work Performance

Table 5 presented the significant relationship between school heads' instructional supervision and teachers' work performance. It showed the Pearson product-moment correlation coefficients (r), significance values (p), and the decision on the null hypothesis for each dimension of instructional supervision, namely observation, feedback, mentoring,

and professional support. This analysis examined how different forms of instructional supervision related to teachers' work performance.

Observation and Teachers' Work Performance. The results indicated that school heads' observations were a highly significant predictor of teachers' work performance ($r = 0.665$, $p = 0.00$). This suggested that teachers whose work was regularly observed tended to perform at higher levels, with more consistent delivery of instructional responsibilities and adherence to school standards. The strong correlation implied that the observation functioned not only as a monitoring tool but also as a motivational mechanism. Teachers might have improved their planning, classroom management, and instructional quality when they knew their work was being systematically observed. Regular observation can identify areas of strength and areas for improvement, encouraging teachers to reflect on and enhance their teaching practices. Observation also provided accountability while reinforcing professional standards. Recent studies affirmed that instructional observation was a significant factor in improving teacher effectiveness and overall school performance (Hallinger, 2022). Research further emphasized that observation, when paired with constructive and actionable feedback, enhanced teaching quality and promotes continuous professional growth (Kraft & Gilmour, 2021). These studies confirmed that observation was strongly linked to higher teacher performance, aligning with the current study's findings.

Feedback and Teachers' Work Performance. Feedback was a highly significant predictor of teachers' work performance ($r = 0.610$, $p = 0.00$), indicating that teachers who received regular, constructive feedback demonstrated higher performance in their instructional duties. Feedback provided teachers with actionable insights into their teaching

practices, highlighting what they were doing well and where improvement was needed. Constructive feedback enhanced instructional quality, supported continuous professional growth, and strengthened confidence. The strong correlation suggested that teachers who received meaningful feedback could adjust their practices to achieve better outcomes, thereby directly improving work performance. (Leithwood et al., 2020) reported that feedback was critical for teacher development and school improvement. Recent research also emphasized that constructive and developmental feedback enhanced teachers' engagement, motivation, and instructional effectiveness (Wisniewski, Zierer, & Hattie, 2021). The current findings were consistent with these studies, showing a strong link between feedback and higher teacher work performance.

Mentoring and Teachers' Work Performance. *Mentoring* was a highly significant predictor of teachers' work performance ($r = 0.542$, $p = 0.00$), indicating that teachers who were guided through mentoring programs tended to exhibit higher instructional performance and adherence to professional standards. Mentoring provided ongoing support, coaching, and modeling of effective teaching practices. This helped teachers develop instructional skills, manage their workload more efficiently, and navigate challenges in classroom practice. The positive correlation suggested that mentoring strengthens both confidence and competence, enabling teachers to perform at higher levels consistently. Recent research affirms that structured mentoring and instructional coaching significantly improved teachers' instructional quality, classroom management, and overall professional performance (Kraft et al., 2020). Studies also indicated that supportive mentoring environments enhance teacher self-efficacy, job satisfaction, and work engagement, which were directly associated with improved instructional effectiveness

(Collie, 2021). Furthermore, sustained professional learning systems that incorporated mentoring contribute to stronger goal alignment and long-term instructional improvement (Darling-Hammond et al., 2022).

Professional Support and Teachers' Work Performance. Professional support showed no significant relationship with teachers' work performance ($r = 0.070$, $p = 0.449$), suggesting that in this study, professional support alone did not directly influence performance outcomes. Although professional support was critical for satisfaction and morale, its impact on work performance might have been indirect or dependent on other factors such as observation, feedback, and mentoring. This indicated that while resources, administrative backing, and general support were helpful, they might not have translated directly into measurable improvements in teaching performance without active engagement and guidance. This further suggested that professional support may functioned more as a facilitating condition rather than a direct determinant of performance, where teachers might have sustained their level of work performance regardless of the support provided. In addition, teachers might have already possessed the necessary competence and experience to perform effectively, making professional support less influential on actual performance outcomes unless it is strengthened by focused instructional supervision practices.

These findings were supported by Maslow's Hierarchy of Needs Theory (Maslow, 2020). Instructional supervision fulfilled teachers' higher-level psychological and self-actualization needs, including recognition, growth, and support, which influenced both satisfaction and performance. Observation, feedback, and mentoring addressed these needs, enhancing motivation, skill development, and confidence, ultimately translating into

higher work performance. Professional support alone might have been insufficient without these active supervisory interactions, explaining its non-significant correlation with performance.

The results suggested that school heads may have prioritized instructional supervision strategies, such as observation, feedback, and mentoring, to enhance teacher performance. These practices not only improved instructional quality but also fostered professional growth and motivation. While professional support is valuable, it might have been paired with active supervision to effectively influence teacher performance. Implementing these strategies could have improved student learning outcomes, teacher retention, and overall school effectiveness.

Table 5

Significant Relationship between the Levels of the School Heads' Instructional Supervision and the Teachers' Work Performance

Constructs	r-value	p-value	Decision
Observation and Work Performance	0.665	0.00**	Reject Ho
Feedback and Work Performance	0.610	0.00**	Reject Ho
Mentoring and Work Performance	0.542	0.00**	Reject Ho
Professional Support and Work Performance	0.070	0.449	Accept Ho

Ho2: There is no significant relationship between the school heads' instructional supervision and teachers work performance.

*Significant Test: 0.00-0.01**Highly Significant 0.02-0.05*Significant above 0.05 Not Significant*

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Summary

This study explored school heads' instructional supervision and teachers' satisfaction with their work performance. The following were the research questions answered in the study: 1) What is the level of the school heads' instructional supervision as perceived by the teacher-respondents in terms of observation, feedback, mentoring, and professional support? 2) What is the level of the teacher satisfaction in terms of workload, recognition, professional growth, and work condition? 3) What is the level of the teachers' work performance in terms of individual performance commitment and review form? 4) Is there a significant relationship between the levels of the school heads' instructional supervision and teacher satisfaction? 5) Is there a significant relationship between the levels of the school heads' instructional supervision and teachers' work performance?

The study used a descriptive correlational design. It was conducted in Tubod District, Division of Lanao del Norte. There were 120 teachers as the respondents identified through stratified random sampling. Researcher-made questionnaires and documentary analysis were used in gathering the data. Mean, Standard Deviation, and Pearson Product-Moment Correlation Coefficient were used to analyze the data.

Findings

The following are the findings of the study:

1. The level of the school heads' instructional supervision, as perceived by teachers, was very satisfactory in terms of observation, feedback, mentoring, and professional support.

2. The level of the teacher satisfaction regarding workload, recognition, professional growth, and working conditions was very high.

3. The level of the teachers' work performance, in terms of individual performance commitment and the review form, was very satisfactory.

4. There was a significant relationship between the levels of the school heads' instructional supervision (observation, feedback, mentoring, and professional support) and teachers' satisfaction with workload, recognition, professional growth, and working conditions.

5. There was a significant relationship between the levels of the school heads' instructional supervision and teachers' work performance in terms of observation, feedback, and mentoring; however, professional support showed no significant relationship with teachers' work performance.

Conclusions

Based on the findings of the study, the following are the recommendations:

1. School heads demonstrated consistent and well-implemented instructional supervision practices that supported teachers' professional development.

2. Teachers are generally satisfied, indicating that the school environment adequately met their professional and personal needs.

3. Teachers demonstrate strong work performance, reflecting competence, commitment, and accountability in fulfilling their responsibilities.

4. Instructional supervision is a significant factor in enhancing teacher satisfaction.

5. Instructional supervision also plays a vital role in improving teachers' work performance, particularly through observation, feedback, and mentoring.

Recommendations

Based on the findings and conclusions of the study, the following are the recommendations:

1. School heads may sustain and further strengthened instructional supervision practices, especially classroom observation, feedback, and mentoring.
2. Schools may continue maintaining supportive policies and working conditions that promote teacher satisfaction.
3. Professional support programs may review and closer alignment with performance indicators to better assess their impact on teachers' work performance.
4. Teachers may actively participate in instructional supervision activities and utilize feedback to enhance their professional practice.
5. School heads may continue strengthening instructional supervision practices, particularly classroom observation, constructive feedback, and mentoring, to further enhance teachers' work performance.
6. Future researchers may conduct similar studies using additional variables or different contexts to further explore factors affecting teacher satisfaction and work performance.

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Chapter 3

EXPLORING TEACHERS' EXPERIENCES IN IMPLEMENTING MATATAG CURRICULUM: A PHENOMENOLOGICAL STUDY

ABSTRACT

The MATATAG Curriculum is an improved basic education curriculum that focuses on essential competencies and reduces curriculum overload to strengthen student learning and ensure greater relevance in classroom instruction. This study explored the lived experiences of teachers in implementing the MATATAG Curriculum. It was conducted in Tubod Elementary Schools during the School Year 2025–2026, involving twelve teachers selected through purposive sampling. Data were gathered using an interview guide and analyzed through Moustakas' (1994) phenomenological method to uncover meaningful insights from teachers' lived experiences. The analysis generated five themes: evolving professional growth through reflective supervision over time; embodied strain and emotional vigilance in supervised teaching; structures and pressured classroom atmosphere during supervision; supportive and collaborative relationships foster professional confidence; and instructional supervision as a catalyst for professional identity and goal alignment. These themes show that supervision is both demanding and transformative. Although it may create emotional strain and structural pressure, it also promotes reflection, collaboration, resilience, and alignment with curriculum objectives. In conclusion, instructional supervision under the MATATAG Curriculum serves as a supportive and developmental process that enhances teacher competence, professional identity, and instructional performance through continuous feedback and collaboration. It

is recommended that school leaders strengthen developmental and research-based supervisory practices aligned with curriculum standards to sustain teacher well-being and long-term instructional effectiveness.

Keywords: *instructional supervision, MATATAG curriculum, professional development, teacher competence, teacher experience*

INTRODUCTION

The MATATAG Curriculum, which stands for MAke the curriculum relevant to produce competent, job-ready, active, and responsible citizens; TAke steps to accelerate the delivery of basic education facilities and services; TAke good care of learners by promoting learner well-being, inclusivity, and a positive learning environment; and Give support for teachers to teach better, represents a comprehensive reform in the Philippine basic education system. Launched by the Department of Education (DepEd) in 2023, the MATATAG Curriculum aims to recalibrate the Kindergarten to Grade 10 (K–10) basic education program and is being implemented in phased stages beginning in School Year 2024–2025. The reform was introduced to address long-standing issues of curriculum congestion by streamlining and prioritizing a smaller set of essential learning competencies. This strategic refinement allows both teachers and learners to focus on mastery of foundational skills such as literacy, numeracy, and values formation while also promoting deeper, more meaningful, and relevant learning experiences (Department of Education, 2023).

Moreover, the curriculum emphasized the alignment of learning standards, instructional time, and assessment frameworks with competency mastery to enhance teaching and learning efficiency. It also underscored the importance of continuous professional development and teacher capacity-building to ensure effective instructional delivery. Through these initiatives, DepEd sought to provide a balanced, inclusive, and responsive education system that fostered both learner success and teacher empowerment (Department of Education, 2024).

Early empirical work from implementers confirmed a generally positive reception of the curriculum's clarifying and relevance-driven aims, while also documenting practical implementation needs: teachers and principals welcomed the streamlined focus but flagged the need for more training, materials, and monitoring to translate policy into classroom practice (Lagbao, 2024). A recent scoping review synthesizing early studies likewise showed that while MATATAG's goals (foundational skill strengthening, decongestion, localized relevance) are well-founded, successful scale-up depended heavily on adequate capacity-building, resourcing, and iterative policy feedback from pilot sites, underscoring why DepEd paired the curriculum launch with pilot implementations and phased policy guidance (Herrera, 2025).

Instructional supervision was central to improving teaching practices and ensuring curriculum fidelity, as it provided teachers with structured feedback, mentoring, and opportunities for professional growth. Recent research highlighted that teachers generally perceived effective instructional supervision as supportive when it fostered collaboration, professional trust, and constructive feedback rather than mere compliance monitoring (Hazi, 2021; Manzano-Sanchez et al., 2021; Sagga et al., 2022). In many school systems, teachers emphasized the importance of supervision that recognized their agency and professional judgment, particularly in contexts of curriculum reforms such as the MATATAG Curriculum, where clarity of expectations and sustained guidance were vital. Moreover, studies showed that supervision contributed positively to instructional quality and student outcomes when it emphasized coaching, reflective dialogue, and shared responsibility for student learning (Arar & Oplatka, 2020; Özdemir & Yirci, 2022; Bae, 2023).

Teachers also underscored challenges in instructional supervision, especially when it was perceived as overly evaluative, inconsistent, or disconnected from classroom realities. Studies have shown that rigid, top-down supervisory approaches might have undermined teacher motivation and reduced openness to innovative practices (Alharthi, 2020; Sergis & Sampson, 2022; Bartoletti et al., 2023). Teachers reported valuing supervision more when it is contextually relevant, frequent, and paired with professional development opportunities that address actual teaching difficulties, including classroom management, differentiated instruction, and the integration of digital tools. Evidence suggested that sustained, well-structured supervision not only improved teacher efficacy but also strengthened their commitment to reforms and curricular innovations, reinforcing the role of supervision as a bridge between policy and classroom implementation (Dayagbil et al., 2021; Elmahdi, 2022; Quintana et al., 2023).

Implementation of the MATATAG Curriculum began as a national recalibration of the Philippines' K–10 basic education program, launched in August 2023 and rolled out in phased stages starting School Year 2024–2025 to allow pilot testing, capacity-building, and iterative policy refinement (Department of Education [DepEd], 2024a; DepEd, 2024b). DepEd's policy guidelines (DO No. 010, s. 2024) and accompanying curriculum guides explained the rationale clearly: to decongest competencies, prioritize foundational literacy, numeracy, and values, and reorient instruction toward mastery rather than coverage so learners and teachers had adequate time for deep learning (DepEd, 2024a; DepEd, 2024b). The phased approach mandated training-of-trainers, large-scale orientation and teacher upskilling, the use of pilot sites, and monitoring mechanisms so that classroom-level realities could inform subsequent refinements, an approach DepEd and the national

government explicitly framed as necessary to ensure the reform's feasibility and sustainability.

Early implementation studies and frontline reports indicated that while stakeholders generally welcomed MATATAG's clearer focus and aims, practical challenges remained that shaped how the reform played out in classrooms. Qualitative and mixed-method studies of teachers and school leaders reported positive views about the curriculum's relevance and reduced content overload. However, they consistently highlight needs for more classroom-ready materials, continued professional development, greater time for lesson planning and assessment alignment, and stronger local monitoring and support to avoid an "implementation dip" (Lagbao, 2024; Saro, 2024; Yunting et al., 2025). Large-scale teacher surveys from the initial pilot and first-year sites likewise documented variation in readiness, differences across school contexts, and the importance of follow-up training and mentoring to translate policy-level intentions into sustained instructional practice (Yunting et al., 2025). Together, these studies underscored that policy design (decongestion and mastery focus) was necessary but insufficient without investment in teacher supports, instructional supervision, and material resourcing during the phased rollout.

Teachers' lived experiences during the MATATAG rollout reflected a mix of guarded optimism and practical strain: many frontline educators appreciated the curriculum's clearer priorities and the promise of "decongested" competencies that allowed more time for mastery, yet they consistently report that translating policy into classroom practice required substantial support (Saro, 2024; Lagbao, 2024). Qualitative studies from pilot sites and early adopters showed teachers describing more meaningful conversations

about lesson design and assessment when supervisors used coaching approaches. However, they also voice concerns about increased planning time, limited classroom-ready materials, and uneven access to follow-up training issues that undermine the policy's potential unless addressed through sustained capacity-building and material provisioning (Research Institute for Teacher Quality [RITQ], 2024; Saro, 2024; Lagbao, 2024).

When teachers talked about instructional supervision specifically, their lived accounts emphasized that the quality of supervision mattered more than its mere presence: supervision experienced as formative, reflective, and collaborative helped teachers adapt MATATAG practices, experiment with competency-based tasks, and feel professionally supported, while supervision perceived as purely evaluative or checklist-driven raised anxiety and reduced openness to instructional risk-taking (Leodegario 2023; Honculada, 2023). Recent empirical and synthesis studies similarly show that supervision models that foregrounded reflective dialogue, mentoring, and actionable feedback (rather than top-down inspection) produced stronger teacher learning and sustain implementation gains suggesting that DepEd's phased rollout might have continued to pair policy change with supervisor upskilling so that teachers' lived experiences became enablers rather than barriers to MATATAG's aims (Miller, 2023; Chaula, 2023; Leodegario, 2023).

Conceptual Framework

This section presented the study's conceptual framework. It presented the main themes identified from teachers' experiences in implementing the MATATAG Curriculum. The following were the main themes identified in the study:

Evolving Professional Growth through Reflective Supervision Over Time.

Instructional supervision under the MATATAG Curriculum was experienced as a

developmental process unfolding over time. Teachers moved from initial anxiety and performance pressure toward reflective engagement, confidence, and intentional practice. Through repeated supervisory encounters, feedback became a mechanism for self-evaluation and instructional refinement. Professional growth was not immediate but evolved gradually as teachers reinterpreted earlier discomfort as formative learning experiences. This temporal progression demonstrates that supervision shaped professional identity through sustained reflection and goal-directed improvement.

Recent studies have shown that reflective, feedback-oriented supervision enhances instructional competence and long-term professional growth (Darling-Hammond et al., 2022). Research further showed that sustained coaching models improved teacher effectiveness through iterative feedback cycles rather than one-time evaluations (Kraft & Blazar, 2020). Reflective supervision practices were linked to strengthened professional identity and adaptive expertise during curriculum reforms (Liu, 2023). These findings affirmed that professional development under MATATAG is a continuous and reflective journey.

Embodied Strain and Emotional Vigilance in Supervised Teaching. Teachers experienced supervision as an embodied and emotional condition characterized by fatigue, tension, and heightened self-awareness: the demands of preparation, documentation requirements, and classroom observation intensified physical exhaustion and emotional regulation. Supervision is lived through the body, as teachers consciously managed anxiety and maintained composure while navigating evaluative expectations. Despite the strain, teachers demonstrated resilience by regulating their emotions and maintaining professional presence.

Research indicated that accountability-driven supervision increased emotional labor and teacher stress (Madigan & Kim, 2021). Studies also confirmed that emotional regulation is central to teaching in high-evaluation contexts (Taxer & Frenzel, 2021). Furthermore, curriculum reform environments were associated with increased workload and emotional strain among teachers (Skaalvik & Skaalvik, 2020). These findings reinforced that supervision under MATATAG involved both physical endurance and emotional vigilance.

Structures and Pressured Classroom Atmosphere During Supervision. Supervision transformed the classroom into a more formal, structured, and performance-oriented space. Teachers and students behaved differently during observation, and instructional delivery became more organized and deliberate. The presence of authority reshaped classroom dynamics, creating a serious and focused atmosphere. Thus, the lived classroom space is relationally and emotionally constructed during supervision.

Studies showed that evaluative observation contexts heightened teacher performance awareness and altered classroom interaction patterns (Bridges & Searle, 2020). Research further indicated that accountability systems contributed to more regulated and structured instructional environments (Collie, 2021). Formal observation settings increased teachers' self-monitoring behaviors (Jones & LeBaron, 2021). These findings confirmed that supervision changes the relational and spatial meaning of the classroom during MATATAG implementation.

Supportive and Collaborative Relationships Foster Professional Confidence. Teachers experienced supervision as less threatening and more developmental when grounded in trust, collaboration, and mutual respect. Support from supervisors, colleagues,

and students reduced anxiety and enhanced confidence. Positive relational dynamics transformed supervision from criticism into guidance, reinforcing motivation and reflective practice.

Research demonstrated that supportive leadership significantly strengthened teacher well-being and confidence (Collie, 2021). Collegial collaboration was shown to reduce burnout and increase professional engagement (Skaalvik & Skaalvik, 2020). Moreover, professional learning communities fostered openness to feedback and instructional improvement (Darling-Hammond et al., 2022). These studies affirmed that relational trust is central to effective supervision under MATATAG.

Instructional Supervision as a Catalyst For Professional Identity and Goal Alignment. Instructional supervision clarified expectations, reinforced responsibility, and strengthened alignment with curricular goals. Teachers perceive supervision as shaping their professional identity and commitment to continuous improvement. Feedback encouraged reflection on teaching practices and deepened awareness of instructional purpose within MATATAG implementation.

Recent literature confirmed that reflective supervision contributed to teacher identity formation and instructional coherence (Liu, 2023). Sustained professional development strengthened goal alignment and curricular implementation (Darling-Hammond et al., 2022). Coaching-oriented supervision was also linked to increased teacher self-efficacy and long-term instructional growth (Kraft & Blazar, 2020). These findings supported the view that supervision functions as a catalyst for purposeful professional development. The next page shows the study's schematic diagram.

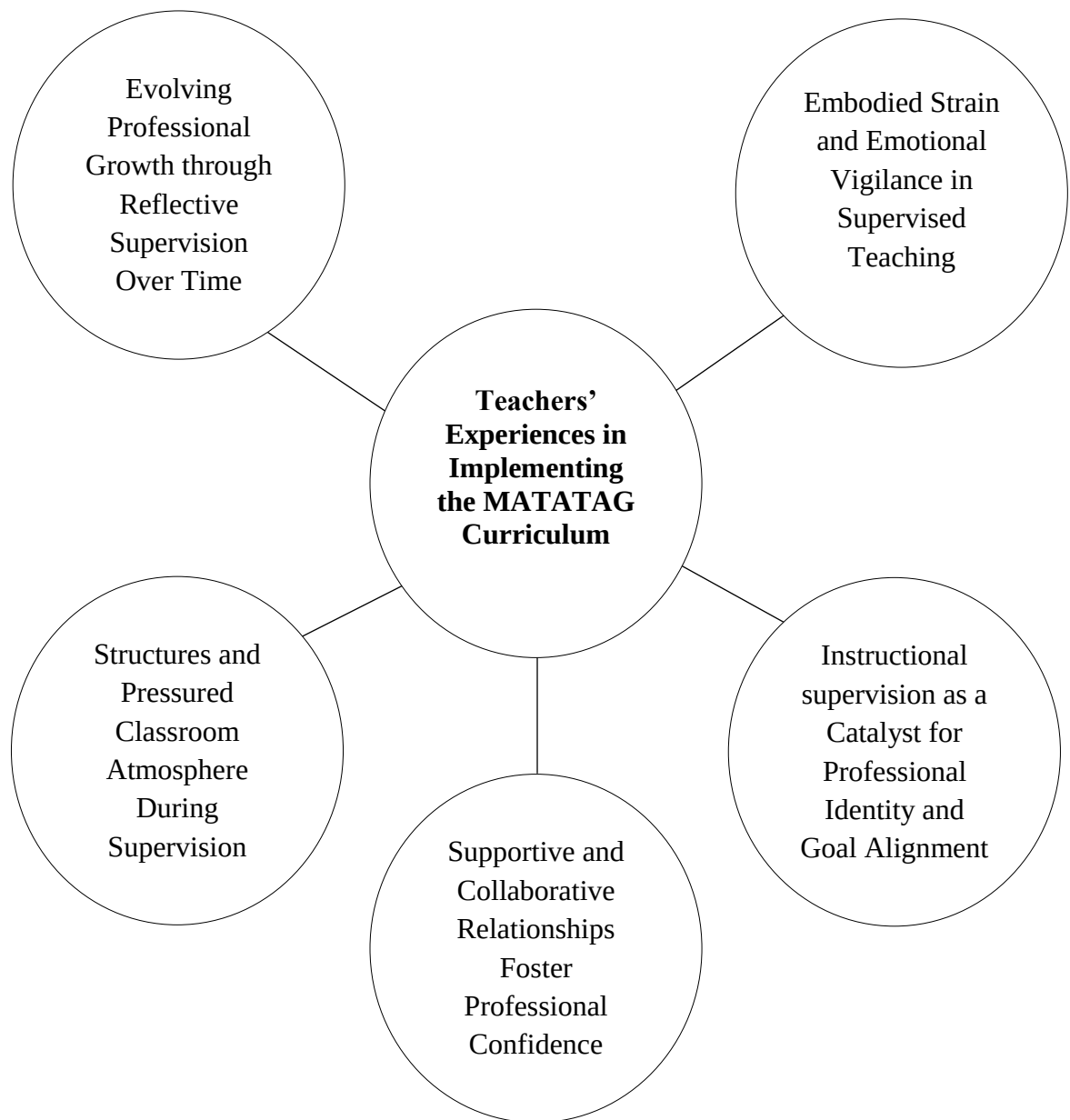


Figure 1. Schematic Diagram of the Study

Statement of the Problem

This study explored the lived experiences of teachers in implementing the MATATAG Curriculum, focusing on how these experiences related to their teacher satisfaction and work performance in Tubod District, Division of Lanao del Norte for the school year 2025-2026. Specifically, this study sought to answer to the following questions:

1. How do teachers experience the changes in their daily teaching routines and professional responsibilities in implementing the MATATAG Curriculum in relation to their satisfaction and work performance?
2. How do teachers physically and emotionally experience the implementation of the MATATAG Curriculum (e.g., motivation, stress, energy levels) and how do these experiences influence their satisfaction and work performance?
3. How do teachers perceive their classroom and school environment during the implementation of the MATATAG Curriculum as these affect their satisfaction and work performance?
4. How do teachers describe their relationships with supervisors, colleagues, and students during the implementation of the MATATAG Curriculum, and how do these relationships influence their satisfaction and work performance?
5. How do teachers make meaning of their experiences in implementing the MATATAG Curriculum in relation to their professional identity, teaching goals, satisfaction, and work performance?

RESEARCH METHODOLOGY

Design

This study utilized a phenomenological research design, a qualitative approach that aimed to understand and describe individuals' lived experiences. Phenomenology focused on exploring the meanings participants assigned to their experiences and how they interpreted a particular phenomenon (Creswell & Poth, 2018; Giorgi, 2009). It enabled the researcher to gain deeper insights into how teachers perceived, responded to, and adapted to the curriculum within their actual teaching contexts, thereby capturing the essence of their experiences (Neubauer, Witkop, & Varpio, 2019). This design was appropriate for the study as it sought to explore teachers' lived experiences in implementing the MATATAG Curriculum.

Setting

This study was conducted in the public elementary schools in the Tubod District, Division of Lanao del Norte, during the School Year 2025–2026. Tubod, the capital municipality of Lanao del Norte, had 24 barangays and served as an educational, administrative, and economic center in the province. The municipality comprised both urban and rural communities, providing diverse teaching and learning contexts that enabled a comprehensive exploration of teacher experiences across varying conditions.

The study involved six selected public elementary schools that implemented the MATATAG Curriculum. These schools varied in instructional supervision, teacher satisfaction, and work performance, providing an appropriate context for examining how teachers experienced curriculum implementation. Differences in school resources, student

populations, and administrative support further contributed to a diverse range of teacher experiences, making the setting well-suited for exploring teachers' lived experiences

Participants

The participants of the study consisted of twelve (12) public elementary school teachers who were directly involved in the implementation of the MATATAG Curriculum and had experienced instructional supervision from their school heads or supervisors. The participants were selected through purposive sampling, which was deemed sufficient for a phenomenological study as it allows for the collection of rich, detailed descriptions and in-depth analysis of lived experiences (Creswell & Poth, 2018).

The inclusion criteria comprised public elementary teachers handling Grades 1 and 4 under the MATATAG Curriculum, with at least one (1) year of teaching experience and willingness to participate. The exclusion criteria included teachers not teaching under the MATATAG Curriculum.

Instruments

The primary instrument for data collection in this study was a semi-structured interview guide designed to elicit rich, descriptive accounts of teachers' lived experiences with instructional supervision during the implementation of the MATATAG Curriculum. Semi-structured interviews are widely used in phenomenological research, as they allow participants to freely express their experiences while still providing a framework that ensures the discussion remains aligned with the research objectives (Kallio et al., 2016).

The Interview Guide included open-ended questions based on Moustakas' existential dimensions: time, body, space, relation, and purpose to capture the holistic

nature of teachers' experiences. This format allowed flexibility to probe deeper into participants' responses, ensuring both depth and breadth of data. To enhance trustworthiness, the interview questions were validated by experts in qualitative research and pilot-tested with one teacher who was not included in the final sample, thereby ensuring the instrument's clarity, relevance, and appropriateness.

Data Gathering Procedure

The data-gathering procedure for this study began with securing formal approval from the Graduate School Dean and the Misamis University Research Ethics Committee (MUREC) to ensure adherence to ethical standards in conducting research involving human participants. Upon approval, a request for cooperation was forwarded to the school division office and the respective school principals where the teacher-participants were employed. After gaining institutional consent, the researcher personally contacted the identified participants, providing them with an informed consent form that explained the purpose of the study, the voluntary nature of participation, the confidentiality of their responses, and their right to withdraw at any point without penalty, following the ethical guidelines outlined by the American Psychological Association (APA, 2017). After consent was obtained, individual interview schedules were arranged at a time and venue most convenient and comfortable for the participants, ensuring minimal disruption to their teaching responsibilities.

Data were collected through semi-structured interviews, each lasting approximately 45–60 minutes, allowing participants to openly share their lived experiences of instructional supervision in the implementation of the MATATAG Curriculum. All interviews were conducted in person or, when necessary, via secure online platforms. With

the participants' permission, conversations were audio-recorded to ensure accuracy of data transcription and analysis (Creswell & Poth, 2018). Field notes were also taken to capture non-verbal cues and contextual observations. After transcription, the interview data were returned to participants for member-checking to validate accuracy and authenticity, thereby enhancing the credibility of the findings (Lincoln & Guba, 1985). Throughout the process, the researcher maintained confidentiality by using pseudonyms and securely storing all data, ensuring strict compliance with ethical standards in qualitative research.

Ethical Considerations

Ethical considerations were central to this study to ensure the protection, dignity, and rights of all participants. Before data collection, approval was sought from the Graduate School Dean and the Misamis University Research Ethics Committee (MUREC) to confirm that the study complied with institutional and national ethical standards for research involving human participants. Informed consent was obtained from each teacher-participant after they were provided with detailed information about the study's objectives, procedures, potential risks, and benefits. Participation was entirely voluntary, and participants were assured they could withdraw from the study at any time without consequences. The principles of respect for persons, beneficence, and justice, as outlined in the Belmont Report (National Commission for the Protection of Human Subjects, 1979), served as guiding frameworks throughout the research process.

No conflict of interest was identified in this study, and no vulnerable populations were involved. Confidentiality and anonymity were strictly maintained by assigning pseudonyms to participants and securely storing all audio recordings, transcripts, and field notes in password-protected files accessible only to the researcher. The study posed

minimal risk and offered potential benefits by improving instructional supervision and teacher satisfaction. No financial incentives were provided to participants. Member-checking was also conducted, allowing participants to review their transcripts and ensure accurate representation of their lived experiences, thereby enhancing both ethical rigor and trustworthiness (Birt et al., 2016). By adhering to established ethical standards and qualitative research protocols, the study ensured that participants' voices were respected, their experiences authentically represented, and their rights fully safeguarded.

Data Analysis

Data analysis in this study followed Moustakas' (1994) phenomenological method, which provided a systematic framework for uncovering the meaning of lived experiences. This approach was guided by the existential dimensions of lived body, lived time, lived space, lived relation, and lived purpose, ensuring that participants' perspectives were examined holistically. This method was particularly appropriate because it moved beyond surface-level descriptions and captured the depth, richness, and essence of teachers' experiences with instructional supervision under the MATATAG Curriculum. By engaging in a rigorous and reflective process from bracketing personal assumptions to synthesizing essences, the analysis aimed to authentically represent participants' voices while constructing an understanding of the phenomenon that resonated with their lived realities.

Epoche (Bracketing) was the initial step of the analysis. Consistent with Moustakas' (1994) emphasis on researcher neutrality, I deliberately set aside personal assumptions and biases that could potentially influence interpretation. To achieve this, I maintained a reflexive journal where I documented my own beliefs and expectations regarding instructional supervision and the MATATAG Curriculum. This reflective process helped

me acknowledge preconceptions and consciously suspend them during analysis. By doing so, I ensured that the findings remained grounded in participants' accounts rather than filtered through my own perspectives, thereby reinforcing the study's credibility.

Transcription and Familiarization involved converting all audio-recorded interviews into verbatim transcripts to preserve participants' exact words and nuances. This practice aligns with Creswell and Poth's (2018) emphasis on accuracy and fidelity to the data. After transcription, I immersed myself in the data by reading the transcripts multiple times, highlighting initial impressions, and noting emerging ideas. This stage of familiarization not only enhanced my understanding of the participants' narratives but also facilitated an inductive engagement with the text, allowing patterns and insights to naturally emerge before formal coding.

Horizontalization was then applied, in which each significant statement related to the phenomenon was initially given equal weight, without prematurely prioritizing or ranking them (Moustakas, 1994). This process allowed every voice and perspective to be acknowledged. By coding all meaningful expressions about supervision experiences, I resisted the urge to privilege certain accounts over others, ensuring that the analysis was inclusive and representative of the diversity of experiences shared by participants.

Through *Reduction and Elimination*, overlapping, vague, or repetitive statements were removed, yielding invariant constituents that captured the essence of the experience. This process required scrutiny of each coded statement to retain only those that directly captured the essence of teachers' experiences with supervision. By refining the data in this way, I was able to distill the raw narratives into their most essential elements, eliminating extraneous material that could obscure the phenomenon under investigation.

The next stage was *Clustering into Themes*, where invariant constituents were grouped into coherent categories of meaning (Saldaña, 2016). Examples of emergent themes included feedback practices, support received, emotional responses, and professional growth opportunities. This thematic clustering not only organized the data but also highlighted commonalities and divergences across participants' experiences, thereby deepening the interpretive process.

Themes were then organized by *existential dimensions*, reflecting Moustakas' (1994) framework of lived body, lived time, lived space, lived relation, and lived purpose. Experiences of emotional stress during feedback sessions were placed under Lived Body, while perceptions of workload and pacing of supervision schedules were aligned with Lived Time. This existential lens situated the themes within the fundamental structures of human experience, offering a nuanced and holistic interpretation of the data.

Following thematic organization, *Textural Descriptions* were written to articulate what participants experienced, supported by direct quotations from their narratives. These descriptions provided vivid, authentic accounts that preserved participants' voices. Complementing this, Structural Descriptions were developed to explain how these experiences occurred, taking into account the contexts and conditions surrounding instructional supervision. By applying imaginative variation, I explored how factors such as leadership style, institutional expectations, and resource availability shaped teachers' experiences, thereby illuminating the conditions that gave rise to the phenomenon.

The process culminated in the development of *Composite Descriptions*, where textural and structural elements were integrated to provide a unified portrayal of the

phenomenon. This integration allowed for a more complete and layered understanding of instructional supervision as experienced by teachers under the MATATAG Curriculum.

Lastly, findings were synthesized into the Essence of the Experience, which conveyed the overarching meaning and significance of the participants' shared realities (Moustakas, 1994). To ensure validation and trustworthiness, several strategies were employed. Member-checking was conducted by returning interpretations to participants for confirmation, while peer debriefing allowed colleagues to review and critique the analysis (Lincoln & Guba, 1985). I also maintained a detailed audit trail, reflexive journaling, and provided thick descriptions to enhance transparency and transferability (Creswell & Poth, 2018). These procedures established the credibility, dependability, confirmability, and transferability of the findings, ensuring that the results authentically represented participants' lived experiences.

RESULTS AND DISCUSSION

The participants in this phenomenological study were 12 public elementary school teachers in Grades 1 and 4 who had been implementing the MATATAG Curriculum for more than 1 year. Their teaching experience ranged from 5 to 15 years, reflecting a combination of early-career and highly experienced educators. In terms of educational attainment, 5 participants hold a bachelor's degree, 4 hold a master's degree, and 3 hold a doctoral degree, indicating ongoing professional growth. All participants had attended MATATAG-related trainings, workshops, seminars, and Learning Action Cell (LAC) sessions, demonstrating active engagement in curriculum implementation and professional development. In relation to instructional supervision, all teachers experienced classroom observations conducted by the school head, commonly followed by mentoring and post-observation feedback sessions, typically occurring once every quarter.

Five key themes emerged from the participants' lived experiences of instructional supervision in implementing the MATATAG Curriculum. These themes were: evolving professional growth through reflective supervision over time; embodied strain and emotional vigilance in supervised teaching; structures and pressured classroom atmosphere during supervision; supportive and collaborative relationships foster professional confidence; and instructional supervision as a catalyst for professional identity and goal alignment. Together, these themes represented the study's core findings.

Evolving Professional Growth through Reflective Supervision Over Time.

Using Moustakas' (1994) phenomenological method, this theme emerged through the processes of horizontalization, clustering of significant statements, and the development of textural and structural descriptions that captured the essence of teachers' lived

experiences of instructional supervision. The analysis revealed that teachers do not experience supervision as a single evaluative event but rather as a continuous, evolving process of professional growth. Textural descriptions showed that supervision was initially perceived as pressure, anxiety, and heightened accountability, particularly during classroom observations. However, structural descriptions indicated that through repeated exposure to feedback, reflective dialogue, and supportive engagement, these early tensions gradually transformed into openness, confidence, and purposeful participation in professional learning.

Through imaginative variation and the synthesis of meanings, earlier experiences of discomfort were reinterpreted as formative moments that contributed to deeper instructional awareness, reflective thinking, and more intentional lesson preparation. Participants' narratives further demonstrated that supervision influenced not only present instructional practices but also their evolving professional identity and long-term commitment to growth. The essence of the experience portrayed instructional supervision as an enduring, reflective developmental process, in which past challenges shaped present competence and continually guided teachers toward future professional transformation.

“In the past, I felt pressured during supervision, but over time, I learned to be open to feedback. Now, I see supervision as an opportunity to grow, and it influences how I teach today because I am more receptive to suggestions and committed to improving my teaching practices.” (P1)

“Reflecting on my past experiences with supervision, I learned to evaluate my teaching more carefully and make gradual improvements. These experiences continue to influence how I approach my lessons today and how I prepare for future observations.” (P3)

“Looking back, supervision was stressful at first, but it encouraged me to continuously improve. It shaped how I teach now because I have become more mindful of my responsibilities and more focused on improving my instructional practices.” (P5)

As Participant 1 reported, instructional supervision initially brought feelings of pressure; however, through repeated experiences and reflection, it became an opportunity for growth. The participant learned to be open to feedback and became more committed to improving teaching practices, demonstrating a transformation from anxiety to professional engagement. Participant 3 shared that reflecting on past supervisory encounters enabled careful self-evaluation and gradual instructional refinement. These experiences influenced both current lesson delivery and preparation for future observations. Similarly, Participant 5 acknowledged that although supervision was initially stressful, it cultivated greater mindfulness and responsibility, thereby strengthening instructional practices. These narratives clearly illustrated the theme of *Evolving Professional Growth through Reflective Supervision Over Time*, demonstrating how supervision gradually reshaped teachers' perspectives and nurtured reflective, intentional, and sustained professional development.

These findings were supported by studies that emphasized that reflective, growth-oriented supervision enhanced teachers' instructional competence and openness to feedback (Darling-Hammond et al., 2022). Research further indicated that sustained coaching and feedback cycles promoted long-term professional learning rather than short-term compliance (Kraft & Blazar, 2020). Moreover, contemporary literature highlighted that reflective supervisory practices contributed to professional identity formation and continuous instructional improvement (Liu, 2023). In the context of the MATATAG Curriculum, participants' lived experiences affirmed that supervision functioned as a developmental process unfolding over time, shaping both current teaching practices and future professional growth.

“When I reflect on my past supervision experiences, I understand the importance of feedback in improving instruction. These experiences motivate me to continue

improving my teaching and guide how I prepare my lessons now and in the future.” (P6)

“Reflecting on my previous supervision experiences, I realized that they helped me gain confidence and become more open to guidance. These experiences continue to influence how I teach and how I prepare for future supervision. (P9)

“When I reflect on my past supervision experiences, I understand how they influence how I plan and improve my lessons for the future. Supervision guides me in becoming more reflective and intentional in my teaching.” (P12)

As reflected in the narratives of Participants 6, 9, and 12, supervision was experienced as a reflective process that extended beyond the moment of observation. Through engagement with feedback, participants internalized supervisory encounters as meaningful opportunities for instructional refinement. Reflection enabled them to reinterpret prior experiences not as isolated evaluations, but as formative guidance influencing present practices and future preparation. Confidence, openness to feedback, and intentional lesson planning gradually emerged as outcomes of this reflective engagement. Collectively, these lived experiences revealed supervision as temporally interconnected, linking past encounters, present adjustments, and future aspirations. Feedback became more than evaluative commentary; it became an internal compass shaping deliberate action and sustained professional growth. In this way, supervision was experienced as an ongoing reflective journey that strengthened instructional awareness and nurtured purposeful teaching practice.

These findings align with recent studies indicating that reflective, sustained instructional supervision enhances teacher self-efficacy and long-term professional growth (Darling-Hammond et al., 2022). Research further affirmed that feedback cycles promoted adaptive expertise and instructional refinement when supervision was framed as developmental rather than punitive (Kraft & Blazar, 2020). Moreover, contemporary

literature highlighted that reflective supervision strengthened professional identity and intentional teaching practices over time (Liu, 2023). In the context of the MATATAG Curriculum, these lived experiences affirmed that supervision operated as a continuous and transformative process that gradually reshaped teachers' perspectives, instructional planning, and commitment to professional excellence.

The theme *Evolving Professional Growth through Reflective Supervision Over Time* was best understood through Schön's Theory of Reflective Practice (Schön, 1983). Schön posited that professional growth occurs when practitioners engage in reflection-on-action and reflection-in-action, enabling them to critically examine their experiences and continuously refine their practice. In this study, teachers' narratives revealed that instructional supervision initially elicited pressure; however, through reflective engagement, these experiences were reinterpreted as opportunities for learning and improvement. Similar to Schön's concept, the participants demonstrated that feedback from supervision prompted thoughtful reconsideration of their instructional strategies, leading to gradual improvements in competence, confidence, and professional identity. The cyclical process of receiving feedback, reflecting on practice, and applying improvements is aligned with Schön's view that professional knowledge is developed through lived experience and ongoing reflection. Thus, within the implementation of the MATATAG Curriculum, instructional supervision functioned as a reflective mechanism that nurtured continuous professional learning over time, supporting the transformative journey described in this theme.

The findings implied that instructional supervision under the MATATAG Curriculum served as a continuous developmental process rather than merely an evaluative

activity. As teachers received constructive feedback and ongoing support, they gradually improved their teaching practices, built confidence, and enhanced their competence. The opportunity to reflect on their experiences allowed them to identify areas for improvement and make necessary adjustments in their instruction. This suggested that supervision should be sustained and reflective, creating an environment where teachers felt supported and encouraged to grow. In this way, schools could strengthen instructional practices and promote continuous professional development among teachers.

Embodied Strain and Emotional Vigilance in Supervised Teaching

Teachers experienced instructional supervision as an embodied condition marked by fatigue, tension, and heightened emotional awareness. The physical demands of preparation and documentation are intertwined with anxiety, pressure, and conscious self-monitoring during classroom observation. Through the lens of Clark Moustakas' transcendental phenomenology, these descriptions represented the textural meanings of the experience that teachers directly perceived and felt in their bodies and emotions. Supervision was thus lived not only as a professional requirement but as a conscious, bodily encounter shaped by accountability and evaluative presence.

The theme of embodied strain and emotional vigilance revealed that instructional supervision extended beyond cognitive appraisal into a deeply physical and emotional experience. Teachers recounted persistent fatigue from extended preparation, muscular tightness during observations, and mental exhaustion afterward. Structurally, the conditions of scrutiny, performance standards, and curricular alignment intensified self-awareness and emotional vigilance. In Moustakas' framework, these structural elements explained the context within which the textural feelings of tiredness, anxiety, and pressure

arise, demonstrating how professional responsibility was consciously lived through the body.

Yet within this strain emerged an equally powerful structure of regulation and resilience. Teachers described intentionally controlling their breathing, maintaining focus, and managing emotional responses to remain composed and effective despite nervousness and exhaustion. Through the synthesis of textural (felt fatigue and anxiety) and structural (evaluative expectations and accountability) descriptions, the essence of the phenomenon becomes clear: supervision was experienced as a dynamic interplay between vulnerability and disciplined endurance. The body was not only burdened but actively engaged in sustaining professional presence.

Under the MATATAG Curriculum, instructional supervision was revealed as a lived experience in which physical fatigue, emotional pressure, and heightened awareness converged. In Moustakas' transcendental phenomenology, the essence of this experience lies in the conscious perseverance of teachers who remained responsive, purposeful, and professionally grounded despite strain. The supervised body became both the site of vulnerability and the medium through which resilience was enacted, demonstrating that professional growth under supervision was achieved through sustained physical effort, emotional regulation, and intentional presence in teaching.

“I feel tired most of the time because of the preparation required under the MATATAG Curriculum. Emotionally, I feel nervous and pressured, especially during classroom observation. The combination of physical exhaustion and emotional pressure makes supervision demanding for me.” (P1)

“It is physically tiring because lesson planning now takes more time. During supervision, I experience tension and heightened alertness. I feel mentally and physically drained. The experience requires both physical endurance and emotional control.” (P3)

Participants 1 and 3 vividly described instructional supervision under the MATATAG Curriculum as an embodied, emotionally taxing experience. Participant 1 described persistent physical exhaustion from intensive preparation alongside nervousness and pressure during classroom observation. At the same time, Participant 3 emphasized muscular tension, heightened alertness, and mental drain, noting that supervision demanded both endurance and emotional control. These accounts revealed that supervision was lived not only as a professional obligation but as a bodily and affective state characterized by fatigue and vigilance. Recent research supported this interpretation, indicating that curriculum reforms and increased accountability measures significantly heightened teacher stress and emotional exhaustion (Skaalvik & Skaalvik, 2020; Madigan & Kim, 2021). Studies further showed that evaluative observation contexts intensified self-monitoring and anxiety, contributing to both psychological strain and physical fatigue (Collie, 2021). Within the MATATAG implementation, these findings suggested that supervision became a corporeal experience where preparation demands and performance expectations converged, requiring teachers to sustain both physical stamina and emotional regulation to maintain professional effectiveness.

“I feel emotional pressure during supervision, especially when I know I am being observed. Physically, I get tired because of the preparation and documentation. The emotional pressure can feel overwhelming at times.” (P4)

“I experience emotional pressure during supervision. I feel anxious and sometimes overwhelmed by expectations. Physically, I also feel tired because I prepare more carefully and review my materials repeatedly.” (P6)

“I experience emotional pressure during supervision and become more conscious of my delivery. Physically, I feel the strain from preparing materials. The experience requires both emotional control and physical endurance.” (P8)

“I feel emotional pressure during supervision and feel tense while teaching and very conscious of my performance. Physically, I experience exhaustion from preparing materials, and supervision can be stressful and tiring.” (P12)

Participant 4 described supervision as emotionally overwhelming, especially when being observed, and physically exhausting due to the demands of preparation and documentation. This reflected how evaluative teaching contexts intensified anxiety and performance pressure, contributing to emotional strain and fatigue (Skaalvik & Skaalvik, 2020). Similarly, Participant 6 emphasized feeling anxious and burdened by expectations, noting that repeated review of materials increased physical tiredness. Research indicated that heightened accountability and observation processes amplified teacher stress and emotional labor, particularly during curriculum reforms (Madigan & Kim, 2021). Participant 8 highlighted becoming highly conscious of instructional delivery and experiencing strain from material preparation, demonstrating the need for emotional control and endurance during supervision. Studies affirmed that self-monitoring and emotional regulation are common responses in high-stakes teaching situations (Taxer & Frenzel, 2021). Likewise, Participant 12 expressed tension, performance consciousness, and exhaustion, reinforcing the experience of supervision as both bodily fatigue and psychological vigilance. Together, these accounts supported the theme *Embodied Strain and Emotional Vigilance in Supervised Teaching*, showing that instructional supervision under the MATATAG Curriculum was lived through physical effort, emotional pressure, and sustained regulation.

The theme of *Embodied Strain and Emotional Vigilance in Supervised Teaching* was understood through Herzberg's Two-Factor Theory of Motivation (Herzberg et al., 1959), which distinguished between hygiene factors that prevent dissatisfaction and

motivators that enhance professional fulfillment. In supervisory contexts, heightened accountability, evaluative scrutiny, and performance expectations functioned as workplace conditions that contributed to emotional strain and stress when perceived as pressure. Teachers' narratives under the MATATAG Curriculum revealed that supervision required not only instructional preparation but also emotional endurance to manage tension and maintain professional composure. The need to appear calm and competent despite fatigue reflected how workplace conditions influenced emotional experience. Contemporary research affirmed that accountability-driven environments could increase stress and emotional exhaustion among teachers (Taxer & Frenzel, 2021; Madigan & Kim, 2021). Thus, supervision became an emotionally demanding professional condition in which workplace factors shaped both strain and resilience, consistent with Herzberg's explanation of motivational and environmental influences on professional experience.

The theme Embodied Strain and Emotional Vigilance in Supervised Teaching implied that instructional supervision under the MATATAG Curriculum involved not only professional expectations but also significant physical and emotional demands on teachers. As teachers managed fatigue, anxiety, and pressure while maintaining composure during supervision, it became evident that supervision was both a technical and emotional process. This suggested that highly evaluative supervision practices might increase stress if not balanced with adequate support. Therefore, school leaders needed to adopt supervisory approaches that were both supportive and responsive, such as offering constructive feedback, encouraging open communication, and fostering a positive, understanding environment. Recognizing teachers' physical and emotional experiences could help create

conditions that support their well-being, strengthen resilience, and sustain effective teaching performance.

Structures and Pressured Classroom Atmosphere During Supervision

The theme of structured and pressured classroom atmosphere during supervision reflects teachers' lived experiences of how the classroom environment shifts during supervisory observations. Participants described the classroom as becoming more formal, controlled, and performance-oriented compared to regular teaching days. They became increasingly conscious of their instructional delivery, physical movements, and classroom management, while also noticing changes in student behavior. The presence of a supervisor altered the usual classroom dynamics, transforming a familiar and comfortable teaching space into one marked by seriousness, heightened awareness, and intensified professional accountability during the implementation of the MATATAG Curriculum.

This experience revealed a transformation in how the classroom space was lived and understood. Teachers reported heightened tension, sharpened focus, and deliberate self-monitoring during observation. Evaluative expectations, accountability demands, and the visible presence of authority reshaped instructional flow and classroom interactions. What was ordinarily a fluid and relational learning environment became structured and regulated, where both teachers and students responded to a culture of performance consciousness. Through this shift, supervision was experienced as a condition that reorganized the meaning of the classroom itself, turning a routine instructional space into a site of heightened discipline, awareness, and professional scrutiny.

“During supervision, students behave differently. The classroom becomes more controlled and formal. I also become more structured in my delivery and

instruction. The presence of observation changes the normal atmosphere. It feels more serious and focused compared to ordinary days.” (P2)

“I observe changes in the classroom atmosphere during supervision. The environment becomes more formal and organized. I become more conscious of classroom management and how I deliver instruction. The presence of supervision makes the classroom feel more serious.” (P5)

“Students behave differently when someone observes. The classroom becomes more disciplined and serious. The environment changes because supervision is happening. There is a sense of formality that is not usually present during normal classes.” (P7)

Participants 2, 5, and 7 claimed that supervision noticeably changed the classroom atmosphere, making it more formal, controlled, and serious. Participant 2 emphasized that students behaved differently and that instruction became more structured during observation. Participant 5 similarly observed that the environment becomes more organized and that supervision increases awareness of classroom management and delivery. Participant 7 added that the classroom becomes more disciplined and formal whenever someone is observed, creating a sense of seriousness not present during ordinary days. These accounts illustrated how supervision reshaped classroom dynamics and altered both teacher and student behavior. Research supported that evaluative observation contexts heightened classroom formality and influenced interaction patterns (Bridges & Searle, 2020), while accountability-driven environments encouraged more structured instructional practices (Collie, 2021). This reflected the theme of *Structures and Pressured Classroom Atmosphere During Supervision*, in which the presence of authority transformed familiar teaching spaces into more performance-oriented, highly regulated environments.

“I feel supported in the classroom environment during supervision. However, the classroom still feels more structured and formal. There is a clear change in the atmosphere. Even if it is supportive, the presence of supervision makes everything feel more organized and serious.” (P8)

“The classroom atmosphere becomes more structured during supervision. There is a sense of seriousness that changes the normal environment. I become more careful in facilitating the lesson. The space feels more organized and focused.” (P10)

“The classroom atmosphere becomes more formal during supervision. The presence of a supervisor changes the overall environment. It feels more serious and structured. There is a noticeable difference in the classroom setting.” (P11)

Participants 8, 10, and 11 also described supervision as reshaping the classroom into a more structured and serious space. Participant 8 claimed that although supervision feels supportive, the classroom still became more formal and organized, creating a noticeable shift in atmosphere. Participant 10 emphasized that the space feels more focused and structured, leading to greater care in facilitating the lesson. Similarly, Participant 11 stated that the presence of a supervisor changed the overall environment, making it more formal and performance-oriented. These narratives demonstrated that supervision altered not only instructional delivery but also the relational and spatial meaning of the classroom. Studies indicated that observation contexts heightened teacher awareness of performance and increased structured classroom behaviors (Jones & LeBaron, 2021). Research further suggested that formal accountability settings contribute to more regulated and organized instructional environments (Collie, 2021). In relation to the theme *Structures and Pressured Classroom Atmosphere During Supervision*, these findings affirmed that supervision transformed familiar teaching spaces into more disciplined and expectation-driven environments during MATATAG Curriculum implementation.

The theme "Structures and Pressured Classroom Atmosphere During Supervision" reflected teachers' lived experiences of the classroom becoming more formal, structured, and performance-oriented during supervisory observations. Participants described heightened awareness, intensified focus, and increased behavioral regulation among both

teachers and students, revealing textural meanings of pressure and vigilance. Structurally, these experiences were shaped by evaluative expectations, accountability demands, and the presence of authority, which altered classroom dynamics and instructional interactions. This finding aligned with Clinical Supervision Theory (Cogan, 1973), which emphasized structured observation and feedback as central to supervisory practice, naturally heightening performance awareness. Similarly, research indicated that evaluative observation contexts reshaped classroom behavior and interaction patterns (Bridges & Searle, 2020) and that accountability-driven environments influenced instructional regulation and teacher responsiveness (Collie, 2021). Within the MATATAG Curriculum, supervision thus transformed the familiar classroom into a professionally scrutinized and expectation-driven environment.

The theme "Structures and Pressured Classroom Atmosphere During Supervision" implied that instructional supervision under the MATATAG Curriculum transformed the usual classroom environment into a more formal, structured, and performance-oriented space. As teachers and students became more conscious of their actions during observation, the classroom atmosphere shifted from a relaxed learning environment to one characterized by heightened awareness and pressure. This suggested that while structure and accountability were important, excessive pressure might affect natural teaching and learning interactions. Therefore, school leaders needed to design supervision practices that maintained clear expectations while creating a supportive and less intimidating environment. Encouraging a balanced approach could help teachers remain confident and authentic in their instruction, while still ensuring that classroom practices meet professional standards.

Supportive and Collaborative Relationships Foster Professional Confidence

Teachers experienced supervision under the MATATAG Curriculum as a relational and interactive process shaped by support, collaboration, and mutual respect among supervisors, colleagues, and students. Participants described how positive professional relationships reduced emotional pressure and strengthened their confidence during supervisory observations. Supervision, when experienced within a supportive environment, shifted from a stressful evaluation to an opportunity for guidance, encouragement, and shared professional growth. These lived experiences highlighted the importance of interpersonal support in shaping how teachers navigated and benefited from instructional supervision.

Through phenomenological analysis, the clustering of significant statements revealed that supportive interactions contributed to feelings of trust, openness, and professional assurance. Textural descriptions reflected experiences of encouragement and constructive dialogue, while structural descriptions showed that these positive meanings were shaped by collaborative communication, respectful feedback, and shared reflection. The synthesis of these meanings indicated that supportive and collaborative relationships were essential conditions that fostered instructional confidence and sustained professional growth. Within the MATATAG Curriculum implementation, supervision became most transformative when grounded in trust, collegiality, and mutual professional respect.

“I have positive relationships with my supervisors, colleagues, and students. My supervisor is supportive and collaborative, which helps me feel more comfortable during supervision. Even if formal observations create pressure, the relationship remains supportive. My colleagues also provide encouragement. My pupils motivate me to teach better, especially during supervision” (P1)

“I have generally positive relationships with supervisors and colleagues. There is mutual respect between us. Even during supervision, the relationship remains

professional and supportive. This makes the supervision process easier to handle.” (P3)

“I have positive relationships with supervisors, colleagues, and students. The relationship with my supervisor is generally supportive. Even if supervision can be stressful, the support from colleagues and pupils helps me stay motivated.” (P5)

Participants 1, 3, and 5 emphasized that positive and professional relationships with supervisors, colleagues, and students reduced the pressure associated with supervision and fostered confidence. Participant 1 described supervision as more comfortable when the supervisor was collaborative and when colleagues and pupils provided encouragement. Participant 3 highlighted mutual respect with supervisors and colleagues, noting that such professionalism made supervision easier to manage. Participant 5 shared that even when supervision was stressful, support from colleagues and pupils sustained motivation. These accounts demonstrated that relational support reshaped supervision from a purely evaluative event into a constructive and confidence-building process.

Research supported that supportive leadership and collegial trust significantly enhanced teacher well-being and instructional confidence (Collie, 2021), while collaborative professional relationships strengthened teacher resilience and engagement (Skaalvik & Skaalvik, 2020). Studies further indicated that relational trust within schools promoted openness to feedback and professional growth (Liu, 2023). In relation to the MATATAG Curriculum, these findings affirmed that supervision became more developmental and less fear-driven when grounded in mutual respect and supportive interpersonal dynamics.

“My pupils motivate me to teach better. My supervisor is supportive, which helps me improve my teaching. The relationship is collaborative and encouraging. This makes supervision feel more like guidance than criticism.” (P6)

“My relationships with supervisors, colleagues, and students are supportive and collaborative. I feel encouraged by my supervisor. The support strengthens my confidence, especially during supervision.” (P8)

“I have positive working relationships with supervisors and colleagues. The environment is supportive and generally helpful. Because of this, supervision promotes improvement rather than fear.” (P10)

Similarly, Participants 6, 8, and 10 described supervision as guidance rather than criticism when embedded in supportive relationships. Participant 6 noted that encouragement from pupils and collaboration with the supervisor transformed supervision into an opportunity for improvement. Participant 8 shared that feeling supported and strengthened professional confidence, especially during observation. Participant 10 emphasized that a helpful and positive working environment promoted improvement rather than fear. These narratives reflected the theme *Supportive and Collaborative Relationships Foster Professional Confidence*, demonstrating that relational dynamics significantly influenced how teachers interpreted supervisory experiences. Research showed that constructive feedback delivered within trusting relationships increased teacher self-efficacy and motivation (Darling-Hammond et al., 2022). Moreover, collaborative school cultures were associated with greater instructional improvement and psychological safety (Collie, 2021). Thus, within MATATAG implementation, supportive relational environments transformed supervision into a shared process of growth, reinforcing confidence and sustained professional development.

The theme *Supportive and Collaborative Relationships Foster Professional Confidence* was understood through Herzberg's Two-Factor Theory (Herzberg et al., 1959), which distinguished between hygiene factors and motivators that influenced professional satisfaction and performance. Supportive supervisory relationships,

characterized by respect, collaboration, and constructive dialogue, served as motivational factors that enhanced teachers' sense of professional value and confidence. When supervision was experienced within a climate of trust and collegial support, it strengthened professional assurance and intrinsic commitment to instructional improvement. Research supported that supportive leadership enhanced teacher motivation (Collie, 2021), that relational trust increases self-efficacy (Skaalvik & Skaalvik, 2023), and that collaborative professional environments promote instructional growth (Goddard et al., 2022). Within the MATATAG Curriculum implementation, collaborative supervision thus served as a motivational condition that fostered professional confidence and sustained development.

The findings indicated that instructional supervision under the MATATAG Curriculum became more effective when grounded in trust, collaboration, and mutual respect. When teachers experience support from school heads, colleagues, and students, supervision is no longer seen as a source of pressure but as an opportunity for guidance and improvement. This encouraged teachers to be more open to feedback, reflect on their practices, and strengthen their instructional skills with greater confidence. It also suggested that a supportive environment helped reduce anxiety and promoted a more positive attitude toward supervision. Therefore, school leaders needed to foster collaborative relationships and provide constructive feedback that encouraged growth while maintaining professional standards. Creating a culture of trust and support could enhance teacher confidence, motivation, and continuous professional development.

Instructional supervision as a Catalyst for Professional Identity and Goal Alignment

Teachers experienced instructional supervision as meaningful guidance that shaped their professional identity, teaching goals, and reflective practices. Supervision was lived as a mechanism that clarified expectations, strengthened responsibility, and reinforced commitment to continuous improvement. Through observation and feedback, teachers became more aware of their strengths and areas for development, enabling them to align instructional practices with the MATATAG Curriculum. In this way, supervision extended beyond evaluation and became a formative encounter that supported goal-directed teaching and the intentional shaping of professional identity.

The lived experience revealed that supervision was internalized as a growth-oriented process rather than an external act of judgment. Through reflective engagement with feedback, teachers reinterpreted supervisory encounters as opportunities for refinement and self-definition. Clarified responsibilities, strengthened curricular alignment, and renewed commitment to instructional improvement emerged from this reflective process. Supervision thus functioned as a guiding structure that shaped professional identity formation, deliberate goal-setting, and sustained self-improvement. It was experienced not merely as oversight but as a catalyst that deepened purpose and reinforced intentional professional growth.

“Supervision helps me grow as a teacher. Through supervision, I become more aware of my strengths and areas that need improvement. It shapes how I see myself as a professional. The feedback guides me in improving my teaching practices and aligning them with the MATATAG Curriculum.” (P1)

“Supervision strengthens my commitment to teaching. The feedback helps me improve my teaching practices. It reminds me of my responsibility to deliver instruction properly. Through supervision, I become more confident and focused on professional growth.” (P2)

“Supervision strengthens my commitment to improving my teaching practices. Even if it is challenging, it helps me learn new ways of teaching. It shapes my professional identity by encouraging continuous improvement.” (P4)

Participants 1, 2, and 4 claimed that instructional supervision played a vital role in shaping their professional identity and strengthening their commitment to teaching. Participant 1 stated that supervision increased awareness of strengths and areas for improvement while guiding alignment with the MATATAG Curriculum. Participant 2 claimed that feedback reinforces responsibility and builds confidence in delivering instruction effectively. Participant 4 emphasized that even when supervision was challenging, it encouraged continuous professional improvement and identity formation. These statements illustrated that supervision was experienced as purposeful guidance rather than mere evaluation. Research supported the idea that reflective, feedback-oriented supervision contributed to teacher identity development and sustained instructional growth (Liu, 2023). Studies also showed that structured professional development and meaningful feedback strengthened teachers' commitment and professional confidence (Darling-Hammond et al., 2022).

“It reminds me of my responsibility to learners. Even if supervision is stressful, it helps me grow. It makes me more conscious of my teaching goals and professional responsibilities.” (P5)

“Instructional supervision influences my teaching practices and professional identity. It helps guide my teaching and improve my confidence in implementing the curriculum.” (P7)

“Instructional supervision shapes my awareness of teaching responsibilities and areas for improvement. Even if it is sometimes challenging, it guides my professional growth.” (P12)

Similarly, Participants 5, 7, and 12 claimed that supervision clarified teaching goals and reinforced professional responsibility. Participant 5 shared that supervision heightened

awareness of duties to learners, even when stressful. Participant 7 stated that supervision directly influenced teaching practices and professional identity, while Participant 12 claimed that it guided awareness of areas needing improvement and supported professional growth. These accounts reflected the theme *of Instructional Supervision as a Catalyst for Professional Identity and Goal Alignment*, demonstrating that supervision fostered goal-oriented, reflective practice. Research has affirmed that developmental supervision enhances teacher self-efficacy and long-term professional growth (Kraft & Blazar, 2020), particularly in curriculum reform contexts where alignment and clarity of goals are essential (Darling-Hammond et al., 2022).

The theme Instructional Supervision as a Catalyst for Professional Identity and Goal Alignment was best understood through Kelchtermans' Theory of Professional Identity in Teaching, which explained that teachers' professional identity was continuously shaped by experiences, reflection, and contextual influences within their work environment (Kelchtermans, 2009). This theory posited that feedback, expectations, and institutional reforms contributed to how teachers interpreted their roles, commitments, and sense of purpose. In the context of this study, supervision under the MATATAG Curriculum served as a reflective and formative experience that clarified responsibilities, strengthened commitment to learners, and aligned instructional practices with curricular goals. Research further supported that professional identity develops through structured reflection and feedback within reform contexts (Liu, 2023) and that sustained professional learning enhances teachers' goal alignment and instructional coherence (Darling-Hammond et al., 2022). Thus, instructional supervision functioned as a meaningful professional encounter that shaped identity, reinforced purpose, and supported intentional teaching practice.

The theme, Instructional Supervision as a Catalyst for Professional Identity and Goal Alignment, implied that supervision under the MATATAG Curriculum played an important role in shaping how teachers viewed themselves as professionals and in aligning their teaching with curricular goals. As teachers received feedback and reflected on their practices, they became more aware of their responsibilities, strengths, and areas for improvement, which strengthened their sense of purpose and commitment to teaching. This suggested that supervision should not be limited to evaluation but should be a continuous, meaningful process that guides teachers in setting goals and improving their instructional practices. Therefore, school leaders needed to design supervisory approaches that provided clear direction, constructive feedback, and opportunities for reflection, enabling teachers to develop a stronger professional identity and sustain purposeful and goal-oriented teaching.

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study explored teachers' lived experiences in implementing the MATATAG Curriculum, focusing on how these experiences relate to teacher satisfaction and work performance. The following research questions were used: 1) How do teachers experience the changes in their daily teaching routines and professional responsibilities in implementing the MATATAG Curriculum in relation to their satisfaction and work performance? 2) How do teachers physically and emotionally experience the implementation of the MATATAG Curriculum (e.g., motivation, stress, energy levels), and how do these experiences influence their satisfaction and work performance? 3) How do teachers perceive their classroom and school environment during the implementation of the MATATAG Curriculum, as these affect their satisfaction and work performance? 4) How do teachers describe their relationships with supervisors, colleagues, and students during the implementation of the MATATAG Curriculum, and how do these relationships influence their satisfaction and work performance? 5) How do teachers make meaning of their experiences in implementing the MATATAG Curriculum in relation to their professional identity, teaching goals, satisfaction, and work performance? 6) What are the lived experiences of teachers in implementing the MATATAG Curriculum in relation to their satisfaction and work performance?

The study was conducted in Tubod Elementary Schools for the School Year 2025 - 2026. The study participants were 12 teachers directly involved in implementing the MATATAG Curriculum in Tubod District. An Interview Guide was used in gathering the

data. Moustakas' (1994) phenomenological method of data analysis was used to analyze the gathered data.

Findings

The following were the findings of the study:

1. Evolving Professional Growth through Reflective Supervision Over Time.

Instructional supervision under the MATATAG Curriculum was a continuous developmental process that, despite initial stress, promoted growth, competence, confidence, and long-term professional development through ongoing feedback and reflection.

2. Embodied Strain and Emotional Vigilance in Supervised Teaching. Teachers experienced supervision as physically and emotionally demanding; however, they regulated their emotions and demonstrated resilience to maintain professional composure throughout the process.

3. Structures and Pressured Classroom Atmosphere During Supervision. Supervision transformed the classroom into a more formal, structured, and performance-oriented space where teachers and students became highly conscious of their behavior and performance.

4. Supportive and Collaborative Relationships Fostering Professional Confidence. Supportive and trusting relationships with supervisors, colleagues, and students reduced supervision pressure and turned it into a constructive, growth-oriented experience that enhanced teachers' confidence and motivation.

5. Instructional supervision as a Catalyst for Professional Identity and Goal Alignment. Instructional supervision strengthened teachers' professional identity by

aligning their practices with curriculum goals through feedback, guidance, and continuous professional growth.

Conclusions

Based on the findings of the study, the following are the conclusions:

1. Instructional supervision under the MATATAG Curriculum was a developmental and transformative process that evolved. Through reflective engagement and repeated feedback, teachers gradually shifted from feelings of pressure to a focus on professional growth, strengthened their competence, and sustained their commitment to instructional improvement.

2. Instructional supervision was experienced as both physically and emotionally demanding. Teachers encountered fatigue, anxiety, and heightened self-awareness during observation; however, they demonstrated resilience, emotional regulation, and professional endurance in fulfilling supervisory expectations.

3. The presence of supervision significantly reshaped the classroom atmosphere. Classroom environments became more structured, formal, and performance-oriented, influencing both teacher behavior and student dynamics during observation.

4. Supportive and collaborative relationships played a crucial role in shaping teachers' experiences of supervision. When grounded in trust, encouragement, and mutual respect, supervision became less threatening and more developmental, fostering confidence and professional motivation.

5. Instructional supervision functioned as a catalyst for professional identity formation and goal alignment. Through feedback and reflective practice, teachers clarified

their instructional responsibilities, aligned teaching with the MATATAG Curriculum, and strengthened their commitment to continuous professional growth.

Recommendations

Based on the findings and conclusions of the study, the following are the recommendations:

1. School heads and educational leaders may implement supervision models that emphasized reflective dialogue, constructive feedback, and sustained mentoring rather than purely evaluative measures. Continuous coaching and structured post-observation conferences were strengthened to support long-term instructional improvement under the MATATAG Curriculum.

2. Considering that supervision created embodied strain and emotional pressure, schools may design supervisory practices that were psychologically supportive. School heads may incorporate mentoring systems, peer support, and wellness-oriented initiatives to help teachers manage emotional labor and reduce stress associated with classroom observations.

3. As supervision alters classroom atmosphere and increases performance pressure, school heads may cultivate observation environments that are developmental rather than intimidating. Clear communication of expectations, collaborative pre-observation planning, and feedback focused on growth helped maintain structure without intensifying unnecessary tension.

4. Given that supportive and collaborative relationships enhance teacher confidence, school heads may strengthen relational trust among supervisors, teachers, and colleagues. Encouraging open communication, collegial reflection, and professional

learning communities can foster a more supportive supervisory culture within MATATAG implementation.

5. Since instructional supervision shaped professional identity and goal alignment, school heads and instructional supervisors may intentionally connect feedback to curriculum standards and teachers' professional goals. Aligning supervision with continuous professional development programs and Learning Action Cell (LAC) sessions can further reinforce instructional coherence and sustained professional growth.

6. Future researchers may conduct studies that examined the impact of instructional supervision on teacher development and student outcomes within current and emerging curriculum frameworks.

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Chapter 4

SYNTHESIS OF THE STUDY

Effective instructional supervision and teacher satisfaction were essential factors in enhancing teachers' work performance in schools. The quantitative study explored the school heads' instructional supervision and teacher satisfaction in relation to teachers' work performance. The study was conducted in Tubod District, Division of Lanao del Norte, during the School Year 2025-2026. There were 120 teachers as the respondents identified through stratified random sampling. The study used the descriptive correlational design. Researcher-made questionnaires and documentary analysis were used in gathering the data. Mean and Standard Deviation, and Pearson Product Moment Correlation Coefficient were used in analyzing the data gathered.

The quantitative study revealed that school heads' instructional supervision, as perceived by teachers in terms of observation, feedback, mentoring, and professional support, was very satisfactory. Teacher satisfaction in terms of workload, recognition, professional growth, and work condition was very high, and teachers' work performance in terms of individual performance commitment and review form was very satisfactory. There was a significant relationship between school heads' instructional supervision and teacher satisfaction, as well as between instructional supervision and teachers' work performance, particularly in observation, feedback, and mentoring, while professional support did not show a significant relationship with work performance.

It was concluded that school heads effectively perform their instructional supervision roles, which were positively perceived by teachers, affirming the strength of

supervisory practices within the school. Teachers experienced a high level of satisfaction, indicating that the school environment supported their professional and personal needs, while at the same time they demonstrated strong work performance, reflecting competence, commitment, and accountability in fulfilling their responsibilities. The findings further established that instructional supervision is a significant factor in enhancing teacher satisfaction and also plays a vital role in improving teachers' work performance, particularly through observation, feedback, and mentoring. Collectively, these conclusions highlighted the essential role of instructional supervision in sustaining teacher satisfaction and strengthening overall work performance in the school setting.

Based on the findings and conclusions of the study, it was recommended that school heads sustain and further strengthen instructional supervision practices, especially classroom observation, feedback, and mentoring, to continuously enhance teacher satisfaction and work performance. Schools were encouraged to continue maintaining supportive policies and working conditions that promote teacher satisfaction and fostered a positive professional environment. Professional support programs were recommended to be reviewed and aligned more closely with performance indicators to ensure their meaningful impact on teachers' work performance. Teachers were encouraged to actively participate in instructional supervision activities and utilize feedback to enhance their professional practice. Furthermore, future researchers were encouraged to conduct similar studies using additional variables or different contexts to further explore factors affecting teacher satisfaction and work performance.

For the qualitative portion of the study, it explored the lived experiences of teachers in implementing the MATATAG Curriculum, focusing on how these experiences relate to

their teacher satisfaction and work performance. The participants were twelve teachers who were directly involved in the implementation of the MATATAG Curriculum and had undergone instructional supervision by their school heads. An Interview Guide was used in gathering the data. Moustakas' (1994) phenomenological method of data analysis was used in analyzing the data gathered. The data gathered yielded to the following main themes: evolving professional growth through reflective supervision over time; embodied strain and emotional vigilance in supervised teaching; structures and pressured classroom atmosphere during supervision; supportive and collaborative relationships foster professional confidence; and instructional supervision as a catalyst for professional identity and goal alignment.

Based on the findings of the study, it was concluded that instructional supervision under the MATATAG Curriculum was a developmental and transformative process that evolved over time, as teachers gradually shifted from feelings of pressure to professional growth, strengthened competence, and sustained commitment to instructional improvement through reflective engagement and repeated feedback. Although instructional supervision was experienced as both physically and emotionally demanding, with teachers encountering fatigue, anxiety, and heightened self-awareness during observation, they demonstrated resilience, emotional regulation, and professional endurance in fulfilling supervisory expectations. The presence of supervision significantly reshaped the classroom atmosphere into a more structured, formal, and performance-oriented environment, influencing both teacher behavior and student dynamics. Furthermore, supportive and collaborative relationships grounded in trust, encouragement, and mutual respect made supervision less threatening and more developmental, fostering

confidence and professional motivation. Ultimately, instructional supervision functioned as a catalyst for professional identity formation and goal alignment, as teachers clarified their instructional responsibilities, align teaching with the MATATAG Curriculum, and strengthened their commitment to continuous professional growth.

The study recommended that school leaders and instructional supervisors implement supervision models that prioritize reflective dialogue, constructive feedback, continuous coaching, and structured post-observation conferences to sustain instructional improvement under the MATATAG Curriculum. School heads were encouraged to design psychologically supportive supervisory practices through mentoring systems, peer support mechanisms, and wellness initiatives, while cultivating developmental observation environments through clear communication and growth-focused feedback. Supervision feedback was recommended to be aligned with curriculum standards and teachers' professional goals through continuous professional development programs and Learning Action Cell (LAC) sessions. Future researchers were encouraged to conduct studies that examined the impact of instructional supervision on teacher development and student outcomes within current and emerging curriculum frameworks.

Appendix A

INSTRUCTIONAL SUPERVISION QUESTIONNAIRE

Instruction: The following statements are designed to understand your experiences with instructional supervision under the MATATAG Curriculum. Please indicate the extent to which you agree or disagree with each statement based on your actual experiences. There are no right or wrong answers. Your responses will remain confidential and will only be used for research purposes. Use the following scale in answering: 4- Strongly Agree (SA), 3-Agree (A), 2-Disagree (DA), 1-Strongly Disagree (SDA)

Indicators	Responses			
	4	3	2	1
Observation				
1. Classroom observations conducted by supervisors help me improve my teaching practices.	4	3	2	1
2. I feel comfortable when my supervisor observes my class.	4	3	2	1
3. Observations are conducted fairly and objectively.	4	3	2	1
4. My supervisor provides clear criteria before conducting classroom observations.	4	3	2	1
5. Frequent classroom observations cause unnecessary stress. (<i>reverse coded</i>)	4	3	2	1
6. Classroom observations are aligned with the goals of the school.	4	3	2	1
Feedback				
7. The feedback I receive from my supervisor is constructive and helpful.	4	3	2	1
8. Feedback sessions provide me with practical strategies I can apply in teaching.	4	3	2	1
9. My supervisor gives feedback promptly after classroom observations.	4	3	2	1
10. Feedback focuses more on criticism than improvement. (<i>reverse coded</i>)	4	3	2	1
11. I feel encouraged to reflect on my teaching after receiving feedback.	4	3	2	1
12. Feedback sessions are conducted in a respectful and supportive manner.	4	3	2	1
Mentoring				
13. My supervisor serves as a mentor who guides me in professional growth.	4	3	2	1

14. I receive consistent mentoring support to address my instructional challenges.	4	3	2	1
15. My supervisor models effective teaching practices during mentoring.	4	3	2	1
16. Mentoring sessions are irregular and lack follow-through. (<i>reverse coded</i>)	4	3	2	1
17. I feel comfortable seeking advice from my supervisor.	4	3	2	1
18. Mentoring enhances my confidence in performing my teaching responsibilities.	4	3	2	1
Professional Support				
19. I am provided with opportunities for continuous professional development.	4	3	2	1
20. The school administration supports teachers in addressing classroom challenges.	4	3	2	1
21. Professional support programs are aligned with the needs of teachers.	4	3	2	1
22. I seldom receive professional support from my supervisors. (<i>reverse coded</i>)	4	3	2	1
23. Professional support initiatives motivate me to enhance my instructional practices.	4	3	2	1
24. Access to professional support contributes to my overall job satisfaction.	4	3	2	1

Appendix B

TEACHERS' SATISFACTION QUESTIONNAIRE

Instruction: This questionnaire aims to assess your level of satisfaction in relation to your teaching experiences. Please read each statement carefully and put a check (✓) on the option that best reflects your opinion. Your answers will be kept confidential and used only for research purposes. There are no right or wrong answers. Your responses will remain confidential and will only be used for research purposes. Use the following scale in answering: 4- Strongly Agree (SA), 3-Agree (A), 2-Disagree (DA), 1-Strongly Disagree (SDA)

Indicators	Responses			
	4	3	2	1
Workload				
1. I am satisfied with the number of teaching hours assigned to me.	4	3	2	1
2. My workload allows me to maintain a healthy work-life balance.	4	3	2	1
3. The tasks and responsibilities given to me are reasonable and manageable.	4	3	2	1
4. I am satisfied with the distribution of non-teaching tasks.	4	3	2	1
5. My workload allows me enough time to prepare quality lessons.	4	3	2	1
6. I am satisfied with my current workload as a teacher.	4	3	2	1
Recognition				
7. I am satisfied with the recognition I receive for my teaching efforts.	4	3	2	1
8. My contributions to student learning are acknowledged by the school.	4	3	2	1
9. I feel valued by my colleagues and supervisors.	4	3	2	1
10. Recognition is given fairly among teachers.	4	3	2	1
11. I am satisfied with the awards or incentives provided for good teaching.	4	3	2	1
12. I feel recognized and appreciated in my role as a teacher.	4	3	2	1
Professional Growth				
13. I am satisfied with the opportunities for professional training provided.	4	3	2	1
14. The school supports my participation in seminars, workshops, or training.	4	3	2	1
15. I have opportunities to advance in my teaching career.	4	3	2	1

16. I am satisfied with the mentoring and coaching I receive from supervisors.	4	3	2	1
17. I feel encouraged to pursue further studies or professional development.	4	3	2	1
18. I am satisfied with my professional growth opportunities.	4	3	2	1
Work Condition				
19. I am satisfied with the physical condition of my classroom.	4	3	2	1
20. The facilities and resources available support effective teaching.	4	3	2	1
21. I feel safe and secure in my workplace.	4	3	2	1
22. I am satisfied with the level of administrative support I receive.	4	3	2	1
23. My work environment promotes collaboration and teamwork.	4	3	2	1
24. I am satisfied with the general work conditions in my school.	4	3	2	1

Appendix C

TEACHER WORK PERFORMANCE

(IPCRF Final Rating)

A. Description of Data Source

Teacher Work Performance was determined through documentary analysis of the Individual Performance Commitment and Review Form (IPCRF) of the Department of Education (DepEd). Only the final overall performance rating of each teacher was obtained for this study.

The IPCRF is the standard performance evaluation tool aligned with the Philippine Professional Standards for Teachers (PPST). The final rating reflects the teacher's overall performance for the evaluation period.

The ratings were secured with proper authorization from the school head and were treated with strict confidentiality. No individual names or detailed evaluation records were disclosed.

B. Performance Rating Interpretation Scale

Rating	Continuum Interpretation
5 – Outstanding	4.50 – 5.00 Performance exceeds expectations
4 – Very Satisfactory	3.50 – 4.49 Performance meets and often exceeds expectations
3 – Satisfactory	2.50 – 3.49 Performance meets basic expectations
2 – Unsatisfactory	1.50 – 2.49 Performance occasionally falls below expectations
1 – Poor	1.00 – 1.49 Performance consistently falls short of expectations

C. Confidentiality Statement

Actual IPCRF documents are not attached to protect the privacy and confidentiality of teachers. Only the final overall ratings were recorded and used for statistical analysis.

Appendix D

INTERVIEW PROTOCOL

Introduction

- Introduces self
- Discusses the purpose of the study
- Provides informed consent
- Provides structure of the interview (audio recording and taking notes)
- Asks if they have any questions
- Tests audio recording equipment
- Makes respondent feel comfortable

Opening Question

1. What is your highest educational attainment (e.g., bachelor's, master's, doctorate)?
2. How many years have you been teaching, and at what grade level or subject area do you currently handle?
3. How long have you been teaching under the MATATAG Curriculum?
4. Have you attended any trainings, workshops, or seminars related to the MATATAG Curriculum or instructional supervision?
5. What types of instructional supervision have you experienced in your school (e.g., classroom observations, mentoring, feedback sessions)?
6. How often do you receive instructional supervision in your teaching practice?
7. How would you describe your relationship with your instructional supervisor (e.g., supportive, collaborative, directive)?

Core Questions

1. How do you describe your overall journey as a teacher under the MATATAG Curriculum?
 - Share specific moments or experiences that stand out to you.
 - How has this journey been different from your earlier teaching experiences?
2. How do you view the role of instructional supervision in shaping your teaching practices and professional growth?
 - In what ways has supervision supported or challenged you?
 - How do you think supervision influences your confidence as a teacher?

Lived Time (Temporality)

1. How do you experience changes in your daily routines and long-term professional growth as a result of instructional supervision in the MATATAG Curriculum?
 - What adjustments have you made to your teaching because of supervision?
 - How do these changes affect your sense of progress over time?
2. How do you reflect on your past experiences of supervision, and how do these influence the way you see your present and future as a teacher?
 - Recall a specific supervision experience that shaped your teaching philosophy.
 - How do you imagine supervision affecting your career moving forward?

Lived Body (Corporeality)

1. How do you experience the physical and emotional demands of instructional supervision (such as stress, motivation, or energy levels) while implementing the MATATAG Curriculum?

- How do you usually cope with stress or pressure during supervision?
 - Share moments when supervision motivated or discouraged you.
2. How do you describe the emotional and bodily responses you encounter during supervisory observations and feedback sessions?
- What physical signs (e.g., tension, energy) do you notice during observations?
 - How do your emotions shift before, during, and after feedback?

Lived Space (Spatiality)

1. How do you perceive your classroom and school environment when supervision takes place within the MATATAG Curriculum implementation?
- How comfortable or pressured are you when supervisors enter your teaching space?
 - How do your students respond to supervision in the classroom?
2. How do supervisory practices influence your sense of comfort, safety, or restriction in the spaces where you teach?
- Share a situation where supervision made you feel supported in your space.
 - Have you ever felt restricted or limited in expressing your teaching style?

Lived Relation (Relationality/Communality)

1. How do you describe your relationships with supervisors, colleagues, and students in the context of instructional supervision under the MATATAG Curriculum?
- How does supervision affect your collaboration with colleagues?
 - How do you think students perceive you when you are being supervised?

2. How do you think supervision contributes to building collaboration and support—or, at times, creating tension—among you, your colleagues, and school leaders?
 - Describe a time when supervision strengthened your teamwork.
 - Have you experienced conflicts or misunderstandings because of supervision?

Lived Purpose/Meaning (Existential Significance)

1. How do you make sense of instructional supervision in shaping your professional identity and your teaching goals within the MATATAG Curriculum?
 - How does supervision influence how you see yourself as a teacher?
 - In what ways does it affect your sense of purpose in teaching?
2. How do you see supervision influencing your role in achieving the broader objectives of the MATATAG Curriculum?
 - What goals of the curriculum do you feel most responsible for?
 - How has supervision helped or hindered your contribution to these goals?

Concluding Statements

1. Thank you
2. Ask if he/she would like a copy of the result

TRANSCRIPTIONS

PARTICIPANT 1: Grade 1 teacher; 5 years of teaching experience; Bachelor's degree; implementing MATATAG for more than 1 year; Attended trainings related to the MATATAG Curriculum.

Because of instructional supervision, my daily routine has changed. I now spend more time on lesson planning and preparation, and there is more documentation required. I make sure that my lesson is aligned with the MATATAG Curriculum before supervision, which takes more effort compared to before. Although it requires additional time and energy, I see that it helps me grow professionally because I become more careful, organized, and reflective in planning my lessons. In the past, I felt pressured during supervision, but over time I learned to be open to feedback. Now, I see supervision as an opportunity to grow, and it influences how I teach today because I am more receptive to suggestions and committed to improving my teaching practices. Because of supervision, I adjusted my teaching by being more intentional in aligning my objectives and activities with the MATATAG standards. Dili na pwede nga basta makatudlo lang, kinahanglan klaro gyud ang alignment. I also became more reflective after every lesson, especially when I receive feedback. Over time, I can feel my progress because mas organized na ko ug mas confident sa akong lesson delivery. Compared sauna nga pressured ko, karon I see supervision as part of my growth journey. My past experiences with supervision taught me to be open to feedback. Before, I felt pressured and anxious during supervision, but over time I began to see it as an opportunity to grow professionally. I realized that feedback was not meant to criticize me but to help me improve my teaching. Because of these experiences, I am now more receptive to suggestions and more willing to adjust my strategies. It influences how I teach today because I actively reflect on my performance and consider ways to improve for the future. I clearly remember one supervision experience where I was advised to improve learner engagement because my lesson was too teacher-centered. At first, I felt slightly discouraged, but later I realized that the feedback reshaped my teaching philosophy. I began to believe that teaching is not just about delivering content but about facilitating meaningful learning experiences. Since then, I consciously apply more interactive strategies. Moving forward, I imagine supervision as something that will continue refining my approach. Dili na siya hadlok para nako, but a guide that will help me evolve professionally. I feel tired most of the time because of the preparation required under the MATATAG Curriculum. There is more planning and documentation now, and before supervision, I prepare extensively to make sure everything is aligned and complete. This makes me physically exhausted even before the observation starts. Emotionally, I feel nervous and pressured, especially during classroom observation. My body becomes tense, and I become very conscious of everything I say and do. Even small mistakes make me anxious because I want to perform well. The combination of physical exhaustion and emotional pressure makes supervision demanding for me. I usually feel physically tired because of the extra preparation and documentation required in MATATAG. Before supervision, I review everything carefully, so ma-drain gyud ko even before observation starts. Emotionally, I feel nervous and pressured, especially during classroom observation.

To cope, I prepare early and remind myself that supervision is for improvement. There were moments I felt discouraged due to small mistakes, but when I receive positive feedback, it motivates me to do better. During observation, my body becomes tense and I feel nervous. I become very careful with my words and movements because I am conscious that someone is observing me. I pay close attention to everything I say and do, and I try to avoid mistakes. I can really feel the pressure physically. However, after the feedback session, especially when the feedback is constructive, I feel relieved. The stress I felt during observation turns into motivation, and I become encouraged to improve. Before observation, I feel uneasy and *kabado*. During the class, I notice tight shoulders and controlled movements. After feedback, my nervousness shifts to relief, especially if constructive and comments. When supervision takes place, the classroom feels pressured. The environment becomes more serious compared to regular teaching days. I become more conscious of my teaching and classroom management. There is a noticeable change in the atmosphere because I know someone is observing. The classroom feels more formal and structured, and I feel that both I and my pupils behave differently during supervision. Supportive supervision increases my comfort in the classroom because when feedback is constructive, I feel guided rather than judged. I feel that I am being supported in improving my teaching. However, during formal observations, the space sometimes feels restrictive. I feel pressured to perform well, and this makes the classroom feel less relaxed. Even though it is the same classroom, the atmosphere changes because of the expectations. I have positive relationships with my supervisors, colleagues, and students. My supervisor is supportive and collaborative, which helps me feel more comfortable during supervision. Even if formal observations create pressure, the relationship remains supportive. My colleagues also provide encouragement. My pupils motivate me to teach better, especially during supervision. Supervision generally strengthens collaboration. We discuss improvements together and share feedback. Even if there is pressure during formal observations, supervision helps improve communication. There was a time after observation *nga nag-meeting mi* to discuss strategies, and we openly shared ideas. That strengthened our teamwork because *nagtinabangay gyud mi sa pag-improve*. However, *naa pud moments nga naay slight misunderstanding tungod sa feedback tone*, but we resolved it through open communication. Supervision helps me grow as a teacher. Through supervision, I become more aware of my strengths and areas that need improvement. It shapes how I see myself as a professional. The feedback guides me in improving my teaching practices and aligning them with the MATATAG Curriculum. Supervision guides alignment with curriculum goals. It helps me understand expectations and ensure that my teaching practices are aligned with the MATATAG Curriculum. Through supervision, I become more aware of what is required in terms of lesson delivery, assessment, and classroom strategies. It gives me clearer direction on how to structure my instruction so that it supports the broader objectives of the curriculum. I feel most responsible for ensuring learner mastery and proper alignment of objectives and assessments. Supervision helps me stay focused on these goals because it reminds me to check alignment carefully. Sometimes it adds pressure, pero overall it strengthens my contribution.

PARTICIPANT 2: Grade 4 teacher; 7 years of teaching experience; Bachelor's degree with Master's units; implementing MATATAG for more than 1 year; Attended trainings related to the MATATAG Curriculum.

My daily routine changed because I now prepare more carefully and monitor my learners' progress closely. I make sure that my lesson objectives are clear and aligned with expectations. Supervision makes me more organized and systematic in my teaching. Even if it requires additional preparation, I feel that in the long term it improves my teaching confidence and helps me develop professionally. When I reflect on my past supervision experiences, I realize that the feedback helped me improve my strategies. It guides how I plan my lessons now and influences how I approach my teaching responsibilities. I made adjustments by improving my lesson structure and monitoring learner progress more closely. Mas careful na ko sa pag-set ug objectives ug assessments. Because of these changes, I feel gradual improvement in my teaching. Makita gyud nako ang difference sa akong confidence ug preparation compared before. Over time, supervision helped me feel nga naa koy direction and continuous development. Supervision improved my teaching confidence over time. When I reflect on my past observations, I realize that the feedback I received helped me refine my instructional strategies. At first, I focused on meeting expectations, but eventually I understood that supervision was guiding me toward improvement. These experiences now guide how I plan my lessons and deliver instruction. I feel more confident and more prepared because I apply what I learned from past feedback. There was a supervision session where my supervisor emphasized clarity of objectives and alignment with assessments. That experience shaped how I now view lesson planning—as something intentional and purposeful. Dili na siya basta compliance, but part of effective teaching. Looking ahead, I believe supervision will continue shaping my discipline and consistency. I see it as a long-term support system that will help me grow stronger in my career. It is stressful during supervision because I feel pressure when someone is observing my class. Physically, I feel drained since I prepare more thoroughly to ensure that everything is organized and aligned with expectations. The additional effort in planning and preparation requires more time and energy. Emotionally, I tend to overthink whether I am delivering the lesson properly and meeting standards. The expectations make me feel pressured, but at the same time, I understand that this is part of professional growth and improvement. Supervision is stressful because I feel pressure when someone is observing my class. Kapoy gyud ang preparation, especially aligning everything properly. Sometimes I overthink if sakto ba akong delivery. I cope by organizing my materials early and praying for guidance. When I see that feedback helps me improve, I feel motivated instead of discouraged. During observation, I feel pressure, and sometimes my heart beats faster because I am aware that I am being evaluated. I become very alert and focused on my delivery and classroom management. My body reacts to the tension, and I feel heightened awareness of my actions. After feedback, especially when it is positive, I feel motivated and confident. It reassures me that I am on the right track and encourages me to continue improving. Before supervision, I overthink and feel uneasy. During observation, kusog akong heartbeat and I become extra alert. After feedback, if supportive ang tone, I feel calmer and more confident sa akong teaching. During supervision, students behave differently. The classroom becomes more controlled and formal. I also become more structured in my delivery and instruction. The presence of observation changes the normal

atmosphere. It feels more serious and focused compared to ordinary days. When supervision is supportive, I feel comfortable and guided in my teaching space. The classroom feels safe for improvement because I know I am being helped. But during formal observations, I sometimes feel restricted because of the pressure to perform well. The expectations affect my comfort level, and I become more conscious of my actions inside the classroom. My supervisor and colleagues support me. The relationship is supportive and collaborative. Because of this support, supervision becomes manageable. I feel that we work together to improve teaching practices. The positive relationship helps reduce stress during supervision. Supervision supports teamwork. It encourages collaboration among teachers and school leaders. The feedback sessions help us align our teaching practices. During one post-observation conference, we aligned our lesson approaches as a team, which made us feel united. Mas klaro ang direction. There were small tensions before, especially if someone felt singled out, but pinaagi sa dialogue, nasabtan ra pud namo ang purpose. Supervision strengthens my commitment to teaching. The feedback helps me improve my teaching practices. It reminds me of my responsibility to deliver instruction properly. Through supervision, I become more confident and focused on professional growth. Supervision helps align instruction with curriculum goals. The guidance supports proper implementation of the MATATAG Curriculum. With supervision, I receive feedback and clarification that strengthen my understanding of how to carry out the curriculum effectively. It reinforces the importance of consistency in applying standards and ensures that my teaching remains focused on the intended outcomes. I feel accountable for improving learner outcomes and maintaining standards under MATATAG. Supervision supports me by giving clear direction and feedback. There are moments nga stressful siya, but it helps more than it hinders.

PARTICIPANT 3: Grade 4 teacher; 5 years of teaching experience; Bachelor's degree; implementing MATATAG for more than 1 year; Attended trainings related to the MATATAG Curriculum

Lesson planning takes more time now because I need to prepare more thoroughly before supervision. My daily routine has adjusted since I ensure that everything is aligned properly with the curriculum. It adds to my workload, but at the same time, it pushes me to improve my instructional strategies. Reflecting on my past experiences with supervision, I learned to evaluate my teaching more carefully and make gradual improvements. These experiences continue to influence how I approach my lessons today and how I prepare for future observations. One adjustment I made is being more reflective and critical sa akong own teaching strategies. Dili na lang ko satisfied kung okay ra ang lesson, I ask myself if aligned ba gyud siya sa MATATAG goals. I also improved my organization and time management. As time goes by, I feel more mature professionally because I can see how my teaching evolved little by little. My past experiences with supervision encouraged me to reflect more deeply on my teaching practices. I learned to evaluate my strengths and weaknesses and make gradual improvements in my instruction. Although supervision was sometimes challenging, it helped me become more aware of areas that needed adjustment. These experiences influence how I approach my lessons today because I plan more carefully and think about how I can continue improving in the future. One specific experience that shaped me was when I received constructive feedback about pacing and

time management. I realized that even if content is good, delivery matters. That moment made me more conscious about balance in teaching. It influenced my philosophy that effective teaching requires preparation and reflection. In the future, I imagine supervision helping me sustain continuous improvement, reminding me that growth does not stop at one level. It is physically tiring because lesson planning now takes more time. The workload has increased, and after preparing materials and documents, I feel fatigued. During supervision, I experience tension and heightened alertness. I become very cautious in my teaching and careful with my explanations. Sometimes, the stress lowers my energy after the observation, and I feel mentally and physically drained. The experience requires both physical endurance and emotional control. It is physically tiring because lesson planning now takes more time. During observation, I feel tense and very alert. Usahay ma-mental drain ko after. To manage stress, I focus on preparation and stay calm during teaching. Although supervision can be challenging, it motivates me when I see improvement in my strategies. During classroom observation, I feel tension and heightened alertness. My focus increases because I want everything to go well, but at the same time, I also feel stressed. I become very cautious in explaining and facilitating the lesson. My body feels the pressure, and I become more conscious of my movements. After feedback, I reflect carefully on what I can improve and think about how to adjust my strategies in future lessons. Makafeel ko ug tension sa akong neck and shoulders during observation. Before feedback, naa koy anxiety; during the session, I listen seriously; after, I feel reflective and mas open to adjustments. Our classroom is small, so it feels pressured when supervision takes place. The limited space adds to the tension I feel. Because of the classroom condition, the environment becomes more intense. I become more aware of my movements and teaching strategies. The physical space makes the supervision feel more pressured. I feel pressured during supervision, especially because of our classroom conditions. The small classroom makes the space feel more restrictive when someone is observing. I become more aware of my movements and positioning. When I am being observed, I feel less comfortable because the pressure adds to the physical limitation of the space. I have generally positive relationships with supervisors and colleagues. There is mutual respect between us. Even during supervision, the relationship remains professional and supportive. This makes the supervision process easier to handle. Supervision encourages collaboration because teachers reflect and improve together. It promotes sharing of ideas and instructional practices. I remember a supervision session where we shared best practices after feedback. Nakita nako nga mas cooperative mi after that. Sometimes naa gyud misunderstanding if expectations are not clear, but we clarify it through discussion. Instructional supervision supports my professional growth as a teacher. It helps improve my teaching practices and lesson alignment. Through supervision, I understand how to adjust my instruction according to expectations. Supervision helps me understand MATATAG expectations. It ensures that my lesson planning and delivery follow curriculum standards. Through regular supervision, I am reminded of the goals that must be achieved and the standards that must be maintained. This process allows me to reflect on my teaching practices and make necessary adjustments to better meet curriculum requirements. I feel responsible for delivering quality instruction and ensuring learners understand the competencies. Supervision helps me refine my strategies. Although usahay makapressure, it pushes me to meet the curriculum expectations. There are changes in my daily routine, especially in preparation and reflection. I spend more time reviewing my

lesson plans and instructional materials to make sure everything is well-prepared. Supervision encourages me to think about how I can improve my teaching methods. In the long run, I believe this contributes to my professional growth. When I reflect on my past supervision experiences, I recognize that they helped me identify my strengths and weaknesses. Over time, I became more confident and motivated to continue improving. I strengthened my instructional strategies and made sure nga clear ang connection sa objectives, activities, ug assessments. I also became more open to feedback, even if sometimes lisod dawaton. Over time, these adjustments increased my confidence. Makita nako nga each supervision experience adds to my growth, and dili na siya source of fear but motivation. Supervision helped me reflect on both my strengths and weaknesses as a teacher. At first, I felt pressure during observations, but over time I became more confident because I understood the purpose of feedback. It motivated me to continue improving and developing professionally. Now, I view supervision as something that strengthens my teaching. It influences how I prepare my lessons and how I respond to suggestions for improvement. I recall a supervision experience where I was commended for my classroom management but advised to strengthen higher-order questioning. That balance of strengths and areas for improvement shaped my mindset. I learned that growth involves recognizing both what you do well and what you need to enhance. Moving forward, I see supervision as something that will challenge me positively. It will keep pushing me to upgrade my teaching strategies. I feel emotional pressure during supervision, especially when I know I am being observed. Even if I am confident with my lesson, I still feel anxious. Physically, I get tired because of the preparation and documentation requirements that must be completed beforehand. The emotional pressure can feel overwhelming at times, particularly during observation. However, I remind myself that these experiences help me improve and strengthen my teaching practices. I feel emotional pressure when I know I am being observed. Bisan confident ko, naa gihapon anxiety. The preparation also makes me physically exhausted. I cope by reminding myself that feedback is part of growth. There were discouraging moments before, but over time, supervision became motivation for me to improve. I feel nervous during observation, and my body reacts with tension. Even if I prepared well, I still feel anxious while teaching. I become more aware of how I speak and move inside the classroom. There is a physical response to the pressure, and I feel it throughout the lesson. After receiving feedback, I feel relieved and more assured. The reassurance helps me feel more confident in my teaching. Before observation, kabado gyud and medyo dry akong mouth. During teaching, I become very cautious and controlled. After feedback, I feel relieved and mas assured ko sa akong performance. When supervisors enter the classroom, I feel pressure immediately. The atmosphere becomes more structured and serious. The classroom environment changes because of the formal observation. Even if it is the same classroom, it feels different when supervision is happening. Supportive supervision increases my comfort because it provides guidance and direction. I feel that I am being helped to improve. However, formal observations sometimes feel restrictive due to high expectations. The pressure affects how comfortable I feel in my teaching space, and I become more cautious in my actions. I maintain positive relationships with supervisors and colleagues. The relationship is supportive, even if I feel pressure during formal observations. Communication remains open and professional. This helps me manage supervision better. Supervision helps us work as a team. Even if there is stress during observation, the process contributes to alignment and cooperation. One time,

supervision encouraged us to revise lesson plans together. That strengthened our collaboration because nag-work mi as a group. There were moments of tension during formal observations, pero manageable ra through proper communication. Supervision strengthens my commitment to improving my teaching practices. Even if it is challenging, it helps me learn new ways of teaching. It shapes my professional identity by encouraging continuous improvement. Supervision supports alignment with MATATAG Curriculum goals. I can say that it helps ensure that teaching practices meet expectations. With supervision, I feel guided and reassured that what I am doing inside the classroom is correct and aligned with what is required. My main responsibility is aligning my lessons with MATATAG standards and supporting learner development. Supervision helps me stay on track and organized. It does not hinder me, but instead guides me toward improvement.

PARTICIPANT 5: Grade 4 teacher; 9 years of teaching experience; Bachelor's degree with Master's units; implementing MATATAG for more than 1 year; Attended trainings related to the MATATAG Curriculum.

I devote more time to preparation because of supervision. I check my lesson plans carefully and ensure that everything is ready before observation. It requires additional effort, but I see that it helps me improve as a teacher over time. Looking back, supervision was stressful at first, but it encouraged me to continuously improve. It shaped how I teach now because I have become more mindful of my responsibilities and more focused on improving my instructional practices. I adjusted by preparing earlier and being more systematic sa akong lesson planning. I also integrate suggestions given during supervision. Sauna, stressful gyud siya, but karon I see that those adjustments helped me improve my discipline and consistency. Over time, I feel that I am progressing because mas mindful na ko sa akong teaching responsibilities. Looking back, supervision encouraged me to continuously improve my teaching practices. Even if it was stressful at first, I realized that it shaped how I teach now. I became more conscious of my responsibilities and more careful in planning my lessons. The feedback I received helped me see areas where I could improve. Because of these experiences, I am more focused on growth and committed to refining my instruction in the future. One supervision experience that stayed with me was when I was reminded to connect lessons more deeply to real-life applications. That feedback changed how I design my activities now. I became more intentional in making learning meaningful. In the future, I believe supervision will continue reminding me not to be complacent. It will serve as a checkpoint in my career to ensure that I am still improving. It is stressful, but it also helps me grow. I feel physically tired because of the added preparation and supervision requirements. I spend more time organizing my materials and reviewing my lesson plans. Emotionally, I feel pressure before observation, especially when I want everything to go well and meet expectations. Despite the stress and fatigue, I understand that supervision helps me develop professionally and become more mindful of my teaching performance. It is stressful but helpful. Kapoy ang preparation and documentation, and I feel pressured before observation. I manage stress by reviewing my lesson repeatedly and staying positive. When I receive constructive feedback, it encourages me, even if sometimes I initially feel discouraged. I feel stressed and pressured during observation because I want to meet expectations. I become more careful with my instructions and classroom management. My body feels tense, and I am very conscious of my performance. After

feedback, especially when I see improvement in my pupils and receive helpful comments, I feel encouraged and more confident. The feedback gives me assurance that my efforts are worthwhile. Physically, I feel tense and sometimes sweaty palms during observation. Before feedback, I feel worried; during the discussion, I stay quiet and attentive; after, I feel encouraged if balanced and comments. I observe changes in the classroom atmosphere during supervision. The environment becomes more formal and organized. I become more conscious of classroom management and how I deliver instruction. The presence of supervision makes the classroom feel more serious. Supportive supervision helps me feel more comfortable in my classroom because constructive feedback makes me feel guided instead of restricted. I feel that I am supported in my growth. However, there is still some pressure during observation, and this affects how relaxed I feel while teaching. I have positive relationships with supervisors, colleagues, and students. The relationship with my supervisor is generally supportive. Even if supervision can be stressful, the support from colleagues and pupils helps me stay motivated. Supervision generally supports collaboration among teachers. Even if it is stressful at times, it encourages professional improvement and shared responsibility. After supervision, we had a group reflection session which helped us support each other. *Mas naging open mi sa sharing.* However, there were times *nga naay* feeling of pressure or comparison, which caused slight conflict, but we addressed it professionally. It reminds me of my responsibility to learners. Even if supervision is stressful, it helps me grow. It makes me more conscious of my teaching goals and professional responsibilities. Supervision helps guide instructional practices aligned with curriculum goals. Even if there are challenges, it supports proper implementation. There are times when resources or time are limited, but supervision somehow keeps me on track and reminds me not to lose sight of the curriculum objectives. I feel responsible for achieving learning objectives and maintaining consistency in instruction. Supervision helps me reflect and adjust my methods. Even if time-consuming *siya*, it improves my contribution overall.

PARTICIPANT 6: : Grade 1 teacher; 5 years of teaching experience; Bachelor's degree; implementing MATATAG for more than 1 year; Attended trainings related to the MATATAG Curriculum.

My daily routine now includes more reflection and careful planning because of instructional supervision. I prepare more intentionally and think more deeply about how I can improve my lessons. Supervision makes me more aware of my teaching practices, and I spend more time reviewing my strategies before observation. Even if it requires additional effort, I believe it helps me grow professionally. When I reflect on my past supervision experiences, I understand the importance of feedback in improving instruction. These experiences motivate me to continue improving my teaching and guide how I prepare my lessons now and in the future. I became more intentional in applying learner-centered strategies and clearer explanations. I also review my lessons before and after supervision to check what needs improvement. Because of these changes, I feel more capable and prepared. *Makaingon ko nga* over time, supervision helped shape my professional identity as a teacher. My past supervision experiences helped me understand the importance of feedback in improving instruction. At first, I felt anxious during observations, but I gradually learned to accept feedback as guidance. These experiences motivated me to

improve my teaching strategies and become more reflective. Now, I apply what I learned from previous supervision in my lesson preparation and delivery, and it influences how I plan to continue growing as a teacher. I remember feeling very anxious during one of my first observations, especially when I received detailed feedback on improving clarity and student interaction. However, that experience helped me develop resilience and openness. It shaped my philosophy that feedback is part of growth. As I move forward in my career, I imagine supervision as a continuous source of guidance that will refine my skills and strengthen my confidence. I experience emotional pressure during supervision, particularly before and during observation. I feel anxious, especially when there are many deadlines and responsibilities to manage at the same time. Sometimes I feel overwhelmed by expectations. Physically, I also feel tired because I prepare more carefully and review my materials repeatedly. Even though I feel pressure and exhaustion, I try to remain focused and composed during supervision. I experience emotional pressure, especially when deadlines and observation schedules overlap. Physically, I feel tired from reviewing materials several times. To cope, I take short breaks and focus on what I can control. Even if supervision is exhausting, it motivates me to be more disciplined and prepared. I feel anxious before and during observation. My body reacts with tension, and I become more careful in delivering the lesson. I am very conscious of how I explain concepts and manage the class. The pressure affects me emotionally and physically. After feedback, I become more reflective and motivated to improve. I focus on the suggestions given and think about how to apply them in my future lessons. I notice muscle tension and faster breathing while teaching under observation. Before feedback, anxious ko; during the talk, I focus carefully; after, I feel motivated to improve and mas determined. I notice changes in classroom dynamics when supervision is conducted. The atmosphere becomes more focused and structured. There is a difference in how the class feels during observation compared to regular teaching days. The environment feels more formal. Supportive supervision increases my sense of comfort because I feel guided instead of judged. The classroom feels safer for improvement when feedback is constructive. I feel that I can reflect and grow without fear. This makes the teaching space feel more supportive rather than restrictive. My pupils motivate me to teach better. My supervisor is supportive, which helps me improve my teaching. The relationship is collaborative and encouraging. This makes supervision feel more like guidance than criticism. Supervision supports teamwork among teachers. It helps us reflect and improve together. The guidance strengthens cooperation. Supervision once led us to create shared instructional materials, and that strengthened teamwork. Nakatabang gyud siya sa cooperation. But sometimes, if feedback is misunderstood, naa gyud gamay nga tension among colleagues. I view instructional supervision as important in strengthening my teaching practices. It helps me improve how I teach. Through supervision, I become more reflective about my role as a teacher. Supervision guides instruction toward achieving curriculum goals. For me, it really helps improve how I implement the MATATAG Curriculum. When I receive feedback, I realize what I need to improve. It pushes me to adjust my strategies so that I can better achieve the learning goals. I am responsible for ensuring learners meet the expected competencies. Supervision helps me identify areas to improve. Sometimes makadugang ug workload, but it strengthens my effectiveness in the long run.

PARTICIPANT 7: Grade 4 teacher; 10 years of teaching experience; Bachelor's degree; implementing MATATAG for more than 1 year; Attended trainings related to the MATATAG Curriculum.

I give more attention to lesson preparation and instructional planning because of supervision. I organize my materials carefully and make sure everything is aligned before observation. Supervision requires me to be more systematic and prepared in my daily routine. Over time, I feel that this has strengthened my confidence and teaching skills. When I reflect on past supervision experiences, I realize that the feedback helped shape how I teach today. I apply the suggestions given to me and use them to improve my strategies, which influences how I approach my teaching responsibilities. I improved my questioning techniques and classroom engagement strategies. Mas conscious na ko sa pacing ug clarity sa instructions. Over time, I can feel nga mas confident ko atubangan sa klase. Supervision made me realize nga growth is not instant but gradual, step by step gyud siya. Past feedback helped shape how I teach today. Through supervision, I learned to apply suggestions and improve my instructional strategies. Although there was pressure during observations, I understood that it was part of professional growth. I now use feedback as a tool for improvement and reflection. These experiences influence how I approach my teaching responsibilities and how I prepare for future supervision. There was a time when my supervisor suggested improving my questioning techniques to promote critical thinking. That experience changed how I view my role—not just as someone who provides answers but someone who stimulates thinking. Since then, I adjusted my approach. Looking ahead, I believe supervision will help me stay updated and adaptive. It will influence my long-term development as an educator. I feel emotional pressure during supervision, and there are moments when I feel very alert and tense while being observed. My body reacts by becoming more conscious and careful in every movement and explanation. Physically, I feel exhausted due to preparation, adjustments, and ensuring alignment with expectations. Even with the stress, I try to stay composed because I know that supervision shapes my teaching and contributes to improvement. I feel tense and very conscious during supervision. Kapoy ang adjustments and preparation. I cope by practicing my lesson beforehand and staying composed. There were times I felt pressured, but positive comments from supervisors motivated me to continue improving. I feel alert and tense during observation. I become very focused on my teaching and classroom management. My body responds to the pressure by becoming more cautious and controlled. I try to stay composed even if I feel nervous inside. After feedback, I feel more focused and determined to improve. The guidance helps me strengthen my strategies and become more confident. Students behave differently when someone observes. The classroom becomes more disciplined and serious. The environment changes because supervision is happening. There is a sense of formality that is not usually present during normal classes. Supervision influences my comfort because I become more conscious of my teaching. Sometimes I feel restricted during observation because I am aware of expectations. However, I also feel guided by supervision, especially when the feedback is clear and constructive. It helps balance the pressure. I have positive relationships with supervisors and colleagues. The support I receive helps reduce the emotional pressure during supervision. The relationship remains professional and cooperative. Supervision contributes to collaboration, especially when guidance is clear. It helps improve confidence and shared understanding among

teachers. I experienced stronger teamwork when we collectively responded to supervision suggestions. Nagtabangay mi to improve. There were instances of misunderstanding, especially when feedback was interpreted differently, but na-resolve ra through clarification. Instructional supervision influences my teaching practices and professional identity. It helps guide my teaching and improve my confidence in implementing the curriculum. It guides me in achieving curriculum goals. Honestly, supervision improves my confidence in implementing the curriculum. When someone supports and checks my work, I feel more confident that I am doing the right thing and that my teaching is aligned with the MATATAG standards. I feel most responsible for implementing learner-centered strategies and meeting curriculum standards. Supervision boosts my confidence and keeps me aligned. It rarely hinders me, but instead motivates me.

PARTICIPANT 8: Grade 1 teacher; 13 years of teaching experience; Master's degree holder; implementing MATATAG for more than 1 year; Attended trainings related to the MATATAG Curriculum.

I experience increased preparation and reflection due to supervision. Before supervision, I carefully review my lesson and make adjustments when necessary to ensure alignment and clarity. My daily routine has become more focused on planning and monitoring progress. I believe that this continuous reflection contributes to my professional development. When I reflect on my past supervision experiences, I see them as learning opportunities that encouraged me to be more open and reflective. These experiences influence how I plan my lessons and how I improve my teaching practices moving forward. I adjusted by reviewing my instructional materials more carefully and ensuring clarity sa akong lesson flow. I also monitor learner responses more closely. Because of these adjustments, I feel more secure sa akong role as a teacher. Over time, makita gyud nako nga nag-improve ko both in preparation and delivery. I reflect on my past supervision experiences as valuable learning opportunities. They encouraged me to be more open to feedback and more reflective about my teaching practices. Even if supervision required adjustments, I saw how it helped me improve my instructional delivery. Because of these experiences, I am now more confident and intentional in planning my lessons and preparing for future growth. I remember receiving feedback about improving differentiation in my classroom. That moment made me realize that learners have diverse needs and that I must adjust accordingly. It shaped my philosophy toward inclusivity and flexibility. In the future, I see supervision as something that will continue broadening my perspective and deepening my professional growth. I experience emotional pressure during supervision, especially during classroom observation. I become more conscious of my delivery, classroom management, and interaction with learners. Physically, I feel the strain from preparing materials and reviewing lesson plans thoroughly. Although I feel tired and pressured, I stay focused because I want to perform well and meet expectations. The experience requires both emotional control and physical endurance. Supervision makes me more alert and sometimes anxious. The preparation requires extra energy. I deal with stress by planning ahead and reflecting after observation. Even if I feel pressured, I see supervision as something that strengthens my teaching confidence. I become more conscious and careful during observation. I pay attention to my delivery, tone of voice, and interaction with learners. I feel the tension physically because I want to perform well. I am very aware of

the presence of the observer. After feedback, I feel more confident and strengthened as a teacher. The constructive comments help me feel supported and motivated. I feel supported in the classroom environment during supervision. However, the classroom still feels more structured and formal. There is a clear change in the atmosphere. Even if it is supportive, the presence of supervision makes everything feel more organized and serious. Supportive supervision makes me comfortable in my classroom because constructive feedback reduces my stress. I feel supported in improving my teaching. Instead of feeling restricted, I feel guided and encouraged to adjust my strategies. My relationships with supervisors, colleagues, and students are supportive and collaborative. I feel encouraged by my supervisor. The support strengthens my confidence, especially during supervision. Supervision contributes to collaboration and mutual support. It strengthens communication between teachers and school leaders. Supervision strengthened collaboration when we discussed improvements as a department. Mas open mi sa suggestions. However, naa pud moments nga naay discomfort if feedback seemed too direct, but we learned to handle it constructively. Instructional supervision helps strengthen my confidence as a teacher. It provides guidance and support in improving teaching practices. It shapes how I see my role in implementing the curriculum. Supervision supports effective implementation of curriculum goals. It provides direction and strengthens confidence. Sometimes I feel unsure, but supervision gives me clarity. It makes me feel more secure in how I deliver my lessons and how I contribute to the larger goals of the curriculum. My responsibility is to ensure clarity of objectives and meaningful learning experiences. Supervision provides guidance and structure. Although there is pressure, it helps me contribute more effectively.

PARTICIPANT 9: Grade 1 teacher; 8 years of teaching experience; Bachelor's degree; implementing MATATAG for more than 1 year; Attended trainings related to the MATATAG Curriculum.

Supervision led me to spend more time planning and preparing my lessons to ensure that my teaching aligns with expectations. I became more structured and organized in my approach, which changed my daily routine. Although it requires additional time, it helped me become more confident in delivering my lessons. Reflecting on my previous supervision experiences, I realized that they helped me gain confidence and become more open to guidance. These experiences continue to influence how I teach and how I prepare for future supervision. I organized my lesson plans more systematically and followed the alignment standards strictly. Mas structured na akong approach compared before. These changes made me feel nga naa koy professional progress because I am more confident and less anxious during supervision. Murag naka-adapt na gyud ko sa process. My previous supervision experiences helped me gain confidence as a teacher. At first, I felt pressure during observations, but I gradually became more open to guidance and improvement. The feedback I received helped me refine my teaching practices. These experiences influence how I teach now because I consider suggestions carefully and make adjustments to strengthen my instruction. One memorable supervision experience involved feedback on strengthening formative assessment strategies. That shaped how I now monitor learner understanding regularly. It taught me that assessment is not only for grading but for guiding instruction. Moving forward, I imagine supervision helping me maintain high standards and continuous reflection throughout my teaching career. I experience emotional strain

during supervision activities. During observation, I feel tense and pressured, which makes me more careful with my instructions and explanations. I become highly aware of how I manage the class. Physically, I feel the impact of additional preparation and planning, which can be tiring. The combination of pressure and preparation makes supervision demanding for me. I feel emotional strain during observation because I want everything to go well. Kapoy ang added planning and alignment. I cope by preparing thoroughly and staying focused during class. Although there are stressful moments, supervision motivates me when I see growth in my teaching. I feel tense and pressured during observation. I become more mindful of my instructions and explanations because I know I am being observed. My body feels the stress, and I try to manage it while teaching. When I receive constructive feedback, I feel confident and reassured. The feedback helps reduce the pressure and gives me encouragement to improve. The classroom atmosphere feels more formal when supervision is conducted. I become more mindful of how I manage the class. There is a noticeable difference in the environment. It feels more serious and structured compared to normal teaching days. Constructive supervision creates a sense of support in my teaching space. When feedback is helpful, I feel guided rather than restricted. The classroom feels more secure because I understand what is expected. This reduces my stress and increases my comfort. I maintain positive and professional relationships with supervisors, colleagues, and students. The relationship is supportive and encouraging. This makes supervision feel more constructive. Supervision promotes cooperation and shared responsibility. It encourages teachers to improve their teaching practices. One time, supervision encouraged us to standardize our lesson formats, and that strengthened coordination. Naa gyud times nga naay tension due to pressure, but we remind ourselves nga para ra ni sa improvement. Instructional supervision reinforces my confidence and commitment to teaching. It helps improve my teaching practices and builds professional confidence. Supervision clarifies expectations in implementing the MATATAG Curriculum. It ensures alignment with broader objectives. I appreciate that it clearly communicates what needs to be done. It helps me evaluate whether my teaching practices truly match the vision of the curriculum. I feel accountable for proper implementation of the MATATAG goals in my classroom. Supervision clarifies expectations and helps me evaluate my teaching. It may feel demanding, but it improves my performance.

PARTICIPANT 10: Grade 1 teacher; 15 years of teaching experience; Bachelor's degree with Master's units; implementing MATATAG for more than 1 year; Attended trainings related to the MATATAG Curriculum.

My daily routine changed because I now allocate more time for preparation and reflection. Supervision reminds me to review my strategies and continuously improve them. I make sure that my lessons are well-prepared and aligned before observation. Even if it demands more effort, I see that it supports my professional development. When I reflect on my past supervision experiences, I recognize that feedback helped me grow as a teacher. I hope supervision will continue to guide me because it influences how I plan and deliver my lessons today. I refined my assessment methods and ensured that my objectives are measurable and aligned. I also developed the habit of reflecting after every observation. Over time, these adjustments strengthened my confidence and sense of competence. Makaingon ko nga supervision helped me grow not just in skills but also in mindset. My

past experiences with supervision showed me that feedback helps me grow professionally. Although supervision can be challenging, I realized that it guides me toward improvement. I hope supervision will continue to guide me because it strengthens my teaching practices. The feedback I received influences how I prepare my lessons and how I approach my role as a teacher moving forward. I recall a supervision experience where I was advised to improve clarity in instructions and transitions between activities. That experience made me realize the importance of structure and organization. It shaped my belief that effective teaching requires preparation and awareness. In the future, I hope supervision will continue guiding me because it reinforces my professional accountability and development. I feel emotional pressure during supervision, especially during observation. I become more alert and careful with my teaching strategies and classroom management. Physically, the preparation requires extra time and effort, which can be tiring and exhausting. Although I feel pressure, I understand that it pushes me to improve and be more attentive to my teaching practices. I feel pressure and become more careful with my strategies. The preparation takes extra effort, so sometimes I feel exhausted. I manage stress by organizing tasks ahead of time. Even if supervision is challenging, it pushes me to improve and be more attentive. I feel nervous during observation, and I become more alert in my teaching strategies. I am careful with how I manage the lesson and respond to learners. My body feels the pressure during the observation period. After feedback, I feel relieved because I understand what I did well and what I need to improve. The feedback motivates me to continue improving my teaching practices. The classroom atmosphere becomes more structured during supervision. There is a sense of seriousness that changes the normal environment. I become more careful in facilitating the lesson. The space feels more organized and focused. Supportive supervision contributes to a sense of guidance instead of restriction. When feedback is constructive, I feel safer improving my teaching. Although there is pressure during observation, I feel that the purpose is to help me grow, which makes the space feel more supportive. I have positive working relationships with supervisors and colleagues. The environment is supportive and generally helpful. Because of this, supervision promotes improvement rather than fear. Supervision promotes cooperation and shared understanding among teachers. It provides direction and alignment. After supervision, we collaborated more closely to align our practices. That improved our teamwork. However, sometimes misunderstandings happen if expectations are unclear, but communication helps resolve them. Instructional supervision contributes to ongoing professional growth. It helps guide my teaching practices and supports my development as a teacher. Supervision provides direction in aligning teaching practices with curriculum goals. It supports proper implementation. I feel that without supervision, it would be easy to miss some standards. The guidance helps me stay accountable and consistent in applying the curriculum. My role is to maintain alignment and quality instruction. Supervision supports accountability and consistency. Even if it requires extra effort, it strengthens my contribution.”

PARTICIPANT 11: Grade 4 teacher; 12 years of teaching experience; Master’s degree; implementing MATATAG for more than 1 year; Attended trainings related to the MATATAG Curriculum.

I make adjustments in my daily routine, especially in lesson preparation and documentation. Supervision encourages me to be more careful and organized in planning my lessons. Although it requires more time and effort, I believe it helps me improve over time. When I reflect on my past supervision experiences, I see that they encouraged openness and continuous improvement. These experiences strengthen my teaching and influence how I approach my instructional responsibilities now. I became more detailed in lesson documentation and preparation. Mas anticipative na ko sa possible classroom challenges. Because of these adjustments, I feel more organized and prepared. Over time, supervision helped me see that professional growth requires openness and consistency. Supervision encouraged openness and continuous improvement in my teaching. Reflecting on my past experiences, I see how feedback strengthened my instructional practices. Although there were moments of pressure, I learned to use feedback constructively. These experiences influence how I prepare my lessons today and how I continue developing as a professional. One supervision experience that shaped me was when I received feedback about strengthening learner engagement. That moment encouraged me to explore new strategies and be more creative. It changed how I view teaching as something evolving. Moving forward, I believe supervision will help sustain my growth and keep me motivated to improve. I experience emotional strain during supervision, particularly when expectations are high. I feel pressured during classroom observation and become more conscious of my teaching delivery. Physically, I also feel tired because of documentation and lesson preparation requirements. The experience can be demanding, but I recognize that it encourages me to be more organized and responsible. I experience stress when expectations are high. Kapoy ang documentation and preparation. I cope by staying organized and reminding myself of the purpose of supervision. While there are moments of discouragement, I feel motivated when I notice improvements in my teaching. I feel pressured during observation, especially when expectations are high. My body becomes tense, and I become more conscious of my performance. I focus intensely on delivering the lesson properly. After feedback, I feel relieved and more secure in my teaching. The reassurance helps me feel more confident moving forward. The classroom atmosphere becomes more formal during supervision. The presence of a supervisor changes the overall environment. It feels more serious and structured. There is a noticeable difference in the classroom setting. Supervision sometimes feels restrictive, especially during observation when expectations are high. I become more cautious and aware of my performance. However, it also provides instructional guidance, which helps improve my teaching. Because of that, I understand that the restriction is part of growth. I maintain professional relationships with supervisors and colleagues. Although expectations sometimes differ, the relationship remains respectful. This helps manage supervision despite occasional pressure. Sometimes there are misunderstandings during supervision. However, we resolve them through communication. Even if tension occurs, collaboration is maintained. I experienced tension when feedback was misinterpreted, but we clarified it through a meeting. On the positive side, supervision helped us reflect together and strengthen our cooperation. Instructional supervision strengthens my responsibility and accountability as a teacher. It clarifies expectations and supports professional improvement. Supervision guides teaching practices toward meeting curriculum goals. It ensures that expectations are clear. When expectations are clarified, I feel more prepared and organized in my lesson planning. It makes my work more structured and purposeful. I feel responsible for meeting

curriculum standards and ensuring organized instruction. Supervision keeps expectations clear. Sometimes naa gyud tension, but it ultimately helps me stay focused.

PARTICIPANT 12: Grade 1 teacher; 15 years of teaching experience; Bachelor's degree with Master's units; implementing MATATAG for more than 1 year; Attended trainings related to the MATATAG Curriculum.

I now spend more time preparing my lessons and monitoring learner progress because of supervision. It pushes me to reflect on my teaching and consider areas that need improvement. My daily routine has become more focused on alignment and preparation. Although it requires additional effort, I believe it helps me grow professionally. When I reflect on my past supervision experiences, I understand how they influence how I plan and improve my lessons for the future. Supervision guides me in becoming more reflective and intentional in my teaching. I strengthened alignment, improved strategies, and consistently applied feedback from supervision. Dili na ko defensive when corrected; instead, I try to learn from it. Over time, I feel more intentional and purposeful sa akong teaching. Supervision became a guide for my development instead of something to fear. Supervision made me reflect more deeply on my teaching practices. It helped me recognize areas that needed improvement and encouraged me to make adjustments. Although supervision can be demanding, I understand its purpose in guiding professional growth. Because of these experiences, I plan my lessons more carefully and remain committed to improving my teaching in the future. I remember being advised to align my objectives more clearly with assessments. That feedback shaped how I now approach lesson planning with greater intentionality. It reinforced my belief that teaching requires continuous adjustment and reflection. In the future, I see supervision as a lifelong guide that will support my professional journey and prevent stagnation. I feel emotional pressure during supervision, especially during classroom observation. I feel tense while teaching and very conscious of my performance and delivery. Physically, I experience exhaustion from preparing materials and aligning my lesson with expectations. Although supervision can be stressful and tiring, I understand that it plays a role in helping me improve my instructional practices. I feel tense and very conscious during supervision. The preparation under MATATAG can be exhausting. To manage stress, I reflect and adjust my lesson calmly. Even if supervision is demanding, it motivates me because I know it helps me grow professionally. I feel tense during observation and very aware of my teaching performance. I become more careful in explaining and managing the class. The pressure is noticeable physically and emotionally. After feedback discussions, I feel more relaxed because I understand what needs improvement. The conversation helps reduce my tension and gives me clearer direction. The classroom environment feels more constrained when supervision is conducted. I become more aware of my actions and teaching strategies. The space feels more restricted and formal compared to regular teaching days. Sometimes I feel restricted during observation because of the pressure to perform well. The expectations affect my comfort inside the classroom. However, I understand that supervision is part of professional growth and improvement. Even if it feels restrictive at times, I know it provides direction. I maintain professional relationships with supervisors, colleagues, and students. Even if supervision sometimes creates tension, the relationship remains professional. There is still guidance and coordination among teachers. Supervision can create tension at times,

especially during formal observation. However, it also provides guidance and coordination among teachers and school leaders. Despite challenges, collaboration is still present. There were moments when supervision created pressure among teachers, especially during ranking or comparison. But there were also times nga nagka-unite mi to support each other after feedback. In the end, collaboration still prevailed. Instructional supervision shapes my awareness of teaching responsibilities and areas for improvement. Even if it is sometimes challenging, it guides my professional growth. Supervision helps align teaching practices with MATATAG goals, even if there are challenges. It supports coordination and direction. There are difficulties along the way, but supervision provides structure and keeps everyone moving toward the same goals. It helps me remain focused and committed to the curriculum. I am responsible for aligning teaching practices with MATATAG objectives and supporting learner growth. Supervision provides direction and coordination. Even if challenging at times, it helps me remain committed to the goals.



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MU-REB-010/03 March 2022

INFORMED CONSENT FORM
(PORMA SA NASABTAN NGA PAGTUGOT)

Name of the Researcher/Investigator: Sittie Ainah A. Macmac

Course: Doctor of Education- Major in Educational Management

College: Graduate School

Email / Contact Number: 09356354946

Research Title: **“SCHOOL HEADS’ INSTRUCTIONAL SUPERVISION IN
RELATION TO TEACHER SATISFACTION AND WORK PERFORMANCE”**

PART I. INFORMATION SHEET	
Introduction	Good day! I am Sittie Ainah A. Macmac, the principal researcher/investigator of the study entitled “ <i>School Heads’ Instructional Supervision in Relation to Teacher Satisfaction and Work Performance.</i> ” I am a graduate student under the Doctor of Education program at Misamis University in Ozamiz City. I am to conduct the research with _____ as participant. In this vein, I am respectfully seeking your voluntary participation, being qualified to give your informed consent to take part in this study. Before you decide whether to participate or not in this study, please read the succeeding information about the study and feel free to ask questions anytime should there be anything you do not understand or want to clarify. If you agree to answer the interview, you will be asked to affix your name and signature on this form for which you will be given a copy.
Purpose	The purpose of this study is to examine the school heads’ instructional supervision and teacher satisfaction in relation to teachers’ work performance.

Type of Research Intervention	This study will be conducted through survey questionnaires and documentary analysis. The gathering of data will be conducted in person.
Selection of Participants	The respondents of the study will be 120 teachers from the Tubod District, Division of Lanao del Norte. The inclusion criteria for the respondents were as follows: (1) teachers who were currently handling Grades 1 to 6 learners, (2) those with at least one year of teaching experience, and (3) those who were willing to participate in the study.
Voluntary Participation	Your participation has to be voluntary and will not affect your situation or status in any way, including your relationship with the researcher. You are free to decide if you will take part or not. If you decide to participate, you are free not to answer any questions that you do not prefer to answer.
Procedure	When collecting data for this study, the researcher rigorously adhered to the guidelines. First, approval was secured from the Graduate School of Misamis University to conduct the research. Subsequently, authorization was obtained from the Schools Division Superintendent and the District Supervisor, as the study involved teachers within the division. Permission was also sought from the school heads of the identified elementary schools. Following the retrieval of the responses, the data were subjected to statistical analysis using the Statistical Package for the Social Sciences (SPSS). To ensure confidentiality, all collected data were kept strictly anonymous, coded accordingly, and stored securely for research purposes only. The respondents' identities were not revealed, and all information was handled with utmost care to preserve their privacy.
Duration	The gathering of data through the survey questionnaires will last for 5-10 minutes.
Risks and Discomforts	The respondents will be protected from physical, social, or economic risks. In case the items in the survey instrument are too personal and make you feel uncomfortable, you may decline to answer any or all questions and may terminate your involvement at any time you choose.
Benefits	This study will enable you to shed light or provide understanding about gaining deeper awareness of their instructional practices, understanding how supervision influences their work experiences, and receiving insights that may support their professional growth. Thus, your responses shall be highly valued being deemed important in the field of Education.
Reimbursements	There will be no monetary expenses or costs on your part as a respondent, nor any monetary compensation for your participation in this study.

Confidentiality of Data	Only the researcher will have access to the information and responses of the participants. The personal identifying information of the participants will only be used for research analysis and will be treated with the utmost confidentiality. During the study, all data will be kept in a locked, secure filing cabinet, of which will be discarded 6 months after the publication of the results.
Sharing of Findings	The results of this study will be presented during the thesis/dissertation final defense of the researcher. Also, the research findings may be shared through publications and conferences with the assurance that the identities of the respondents will remain confidential. A printed copy of the completed study will be provided to the participants.
Rights to Refuse or Withdraw	You are free to withdraw or terminate participation at any stage of the study, without the need to give any reason. You will not be penalized in case of termination of participation.
Who to Contact	Should there be any queries as a parent, you can contact the researcher through the following details: Name of the Researcher: <u>Sittie Ainah A. Macmac</u> Cellphone Number/s: <u>09356354946</u> e-mail ad: <u>sittieainah.macmac@deped.gov.ph</u> STATEMENT BY THE RESEARCHER I will read the Information sheet to the potential participant. With the best of my ability, I make sure that the participant will understand the interview questions and that possible follow-up interviews may be undertaken. I can assure that the participant will be given an opportunity to ask questions about the study, and all the questions raised will be answered fully. I can likewise assure that the participant will not be coerced into giving consent that must be free and voluntary. A copy of this Informed Consent Form will be provided to the participant. Print Name of Researcher (Ngalan sa Nagtuon): <u>Sittie Ainah A. Macmac</u>

PART II. CERTIFICATE OF CONSENT

This research entitled “_____” by _____ with the aim of gathering information and data pertaining to _____, has been presented and explained to me clearly. Since the study involves _____, I am chosen as one of the participants.

I have read the foregoing Informed Consent Form, or it has been read to me. I had the opportunity to ask questions, which were subsequently answered fully. I consent voluntarily to be a participant of this study.

Name and Signature of the Witness
(Ngalan ug Pirma sa Testigo)

Thumb mark

Appendix G



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MU-REB-010/03 March 2022

INFORMED CONSENT FORM
(PORMA SA NASABTAN NGA PAGTUGOT)

Name of the Researcher/Investigator: Sittie Ainah A. Macmac

Course: Doctor of Education- Major in Educational Management

College: Graduate School

Email / Contact Number: 09356354946

Research Title: “EXPLORING TEACHERS’ EXPERIENCES IN IMPLEMENTING MATATAG CURRICULUM: A PHENOMENOLOGICAL STUDY”

PART I. INFORMATION SHEET	
Introduction	Good day! I am Sittie Ainah A. Macmac, the principal researcher/investigator of the study entitled “ <i>Exploring Teachers’ Experiences in Implementing Matatag Curriculum: A Phenomenological Study.</i> ” I am a graduate student under the Doctor of Education program at Misamis University in Ozamiz City. I am to conduct the research with _____ as participant. In this vein, I am respectfully seeking your voluntary participation, being qualified to give your informed consent to take part in this study. Before you decide whether to participate or not in this study, please read the succeeding information about the study and feel free to ask questions anytime should there be anything you do not understand or want to clarify. If you agree to answer the interview, you will be asked to affix your name and signature on this form for which you will be given a copy.
Purpose	The purpose of this study is to explore the lived experiences of teachers in implementing the MATATAG Curriculum, focusing on how these experiences relate to their teacher satisfaction and work performance. This research seeks to provide a deeper understanding of the ways in which effective supervision contributes not only to improved

	instructional delivery but also to the overall professional fulfillment of teachers.
Type of Research Intervention	This study will be conducted through interviews. The gathering of data will be conducted in person.
Selection of Participants	The selection of the participants is based on the following inclusion criteria: public elementary teachers who are handling Grades 1 and 4 under the MATATAG Curriculum, have at least one (1) year of teaching experience, and are willing to voluntarily participate in the study.
Voluntary Participation	Your participation has to be voluntary and will not affect your situation or status in any way, including your relationship with the researcher. You are free to decide if you will take part or not. If you decide to participate, you are free not to answer any questions that you do not prefer to answer.
Procedure	The participants will be given ample time when to undertake the interview. The interviews will be undertaken once or several times when necessary. The researcher will transcribe the interviews to be used for the analysis of the data. The information and data provided by you as a participant will be utilized for this study alone and will be treated with the utmost confidentiality.
Duration	The gathering of data through the interview will last for 45 minutes to 1 hour.
Risks and Discomforts	The respondents will be protected from physical, social, or economic risks. In case the items in the survey instrument are too personal and make you feel uncomfortable, you may decline to answer any or all questions and may terminate your involvement at any time you choose.
Benefits	This study will enable you to shed light or provide understanding about gaining deeper awareness of their instructional practices, understanding how supervision influences their work experiences, and receiving insights that may support their professional growth. Thus, your responses shall be highly valued being deemed important in the field of Education.
Reimbursements	There will be no monetary expenses or costs on your part as a respondent, nor any monetary compensation for your participation in this study.

Confidentiality of Data	Only the researcher will have access to the information and responses of the participants. The personal identifying information of the participants will only be used for research analysis and will be treated with the utmost confidentiality. During the study, all data will be kept in a locked, secure filing cabinet, of which will be discarded 6 months after the publication of the results.
Sharing of Findings	The results of this study will be presented during the thesis/dissertation final defense of the researcher. Also, the research findings may be shared through publications and conferences with the assurance that the identities of the respondents will remain confidential. A printed copy of the completed study will be provided to the participants.
Rights to Refuse or Withdraw	You are free to withdraw or terminate participation at any stage of the study, without the need to give any reason. You will not be penalized in case of termination of participation.
Who to Contact	Should there be any queries as a parent, you can contact the researcher through the following details: Name of the Researcher: <u>Sittie Ainah A. Macmac</u> Cellphone Number/s: <u>09356354946</u> e-mail ad: <u>sittieainah.macmac@deped.gov.ph</u> STATEMENT BY THE RESEARCHER I will read the Information sheet to the potential participant. With the best of my ability, I make sure that the participant will understand the interview questions and that possible follow-up interviews may be undertaken. I can assure that the participant will be given an opportunity to ask questions about the study, and all the questions raised will be answered fully. I can likewise assure that the participant will not be coerced into giving consent that must be free and voluntary. A copy of this Informed Consent Form will be provided to the participant. Print Name of Researcher (Ngalan sa Nagtuon): <u>Sittie Ainah A. Macmac</u>

PART II. CERTIFICATE OF CONSENT

This research entitled “_____” by _____ with the aim of gathering information and data pertaining to _____, has been presented and explained to me clearly. Since the study involves _____, I am chosen as one of the participants.

I have read the foregoing Informed Consent Form, or it has been read to me. I had the opportunity to ask questions, which were subsequently answered fully. I consent voluntarily to be a participant of this study.

Name and Signature of the Witness
(Ngalan ug Pirma sa Testigo)

Thumb mark

Appendix H



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MU-REB-010/03 March 2022

November 17, 2025

MS. SITTIE AINAH A. MACMAC

Principal Investigator

MUREC Code 2025-144

SCHOOL HEAD'S INSTRUCTIONAL SUPERVISION IN RELATION TO TEACHER SATISFACTION AND WORK PERFORMANCE

Dear Investigator:

The MU Research Ethics Committee (MUREC), upon review of your research protocol, found no risk to the research participants, hence recommending **APPROVAL**. You may proceed with gathering data for your study.

However, the following are the recommendations based on the review by the Committee:

RESPONDENTS

- Clearly explain how the schools are selected for the study
- Use a statistical tool to determine the sample size.
- Make sure the sample size is based on the total population.

PARTICIPANTS

- When determining the number of participants, indicate that data saturation will guide the sample size.

ETHICAL CONSIDERATIONS (CHAPTER 2)

- Change the term *participants* to *respondents* for consistency.
- Include a statement about the signing of the *Informed Consent Form*.
- Clearly state the direct benefits that respondents will receive for

participating.

DATA ANALYSIS

- Conduct and describe the **Normality Test** before applying the Pearson correlation.

ETHICAL CONSIDERATIONS (CHAPTER 3)

- Indicate that interviews will be conducted *beyond office hours*.
- Explain in detail how participants will benefit from the study.
- Ensure that participants are given something in return for their time and contribution to the study.

Sincerely yours,



YUNALYN L. VILLANTES, PhD

Chair, MUREC

CURRICULUM VITAE



PERSONAL DATA

Name : SITTIE AINAH A. MACMAC

Age : 30 years old

Birthdate : March 20, 1996

Civil Status : Married

Religion : Islam

Address : Purok 3, Bulod, Tubod, Lanao del Norte

Parents : Mr. Mangosiat B. Macmac
Mrs. Cadlagan A. Macmac

Spouse : Abdullah M. Bucay

EDUCATION

Graduate : Doctor of Education
Major in Educational Management
Misamis University
Ozamiz City
May 2026

: Master of Education
Major in Educational Management
Misamis University
Ozamiz City
July 2021

College : Bachelor in Elementary Education (BEED)
Major in General Education
St. Michaels College
Iligan City
March 2018

Secondary : Lanao Norte National Comprehensive High School
Baroy, Lanao del Norte
March 2013

Elementary : Tubod Central Elementary School
Tubod, Lanao del Norte
March 2009

PROFESSIONAL ELIGIBILITY : Professional Teacher -Elementary Level
September 2018

WORK EXPERIENCES

February 2025- Present : Teacher III
Bulod Elementary School
Tubod, Lanao del Norte

November 2024- February 2025: Teacher III
Taambo Elementary School
Magsaysay, Lanao del Norte

December 2020- November 2024: Teacher I
Talambo Elementary School
Magsaysay, Lanao del Norte

SEMINARS/TRAINING ATTENDED

- Training on the District Echo-Training-Workshop on the Utilization of Assessment Tools and Innovative Teacher's Guide in Teaching Reading Using Marungko Approach
Conference Hall, Poblacion, Magsaysay, Lanao del Norte
February 08, 2023
- Division Training on the Effective Utilization of Budget of Work, LAC Resources, Learning Activity Sheets for Untrained Multigrade Teachers and School Heads
Horizon's Splashway Resort, Bag-ong Dawis, Baroy, Lanao del Norte
August 10-11, 2023
- In-Service Training for Teachers 2023-2024 Policy Guidelines on the Implementation of the National Learning Camp
January 15-19, 2024
- Division Roll-out on the Aral Reading Program Advancing Literacy Through Unified Action for School Heads and ARAL Tutors

Santo Niño Function Hall, Poblacion, Baroy, Lanao del Norte
September 11-12, 2025

- Virtual Aral Series: Master Class on Reading Remediation Strategies
August 9, 2025
- Training on the Revised Basic Education (MATATAG) Curriculum
Evergreen Garden, Esperanza, Bacolod, Lanao del Norte
June 9-11, 2025



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CERTIFIED: ISO 21001:2018 Educational Organizations Management System by DNV
ACCREDITED: Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA)

CERTIFICATION ON PLAGIARISM SCANNING

This is to certify that the thesis/dissertation paper of **SITTIE AINAH A. MACMAC** entitled **SCHOOL HEADS' INSTRUCTIONAL SUPERVISION IN RELATION TO TEACHER SATISFACTION AND WORK PERFORMANCE** has undergone a content checking on plagiarism on **April 28, 2026** and that the plagiarism score/similarity index is **26%**.

Issued this 3rd day of July, 2026 at Misamis University, Ozamiz City.

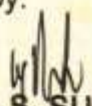
Signed:


RUSSEL P. GALINDO

Person Conducting the Plagiarism Test

Date: 07/06/2026

Attested by:


CYNTHIA S. SUPERABLE, Ed.D., DScN.

Dean, Graduate School

Date: 07/09/2026

SSS ID No. 08-792000-8

SUBSCRIBED AND SWORN to before me this ____ day of JUL 28 2026 2026 at Ozamiz City, Philippines.

Doc. No: 278
Page No: 57
Book No: VI
Series of: 2026


ATTY. RABINDRANATH S. POLITO

Notarial Commission No. 2025-02

Notary Public for Ozamis City and Clarin

Until 31 December 2026

Roll of Attorneys No. 76977; TIN 948-122-314

IBP No. INV 583305; 02 January 2026, Mis. Occ. Chapter

PTR No. 6007867; 05 January 2026, Ozamis City

MCLE Compliance No. VIII-0016916 valid until 04-14-2028

2nd floor, LKT Bldg., P3, National Highway

Brgy. Catadman-Manabay, Ozamis City

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attyrabindranathpolito@gmail.com