

School Principals' Instructional Leadership Behavior and Job Satisfaction of Teachers: A Correlation

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ABSTRACT

This study aimed to investigate the correlation between school principals' instructional leadership behavior and job satisfaction of teachers in the Bunawan District, Bunawan, Agusan del Sur. The research employed a quantitative descriptive survey-correlational design, utilizing a survey questionnaire as the primary data-gathering tool. The participants were 177 permanent teachers randomly selected. The results showed that the school principals' instructional leadership behavior strongly agreed with the descriptive equivalent of always observed. Further, the level of teachers' job satisfaction was evaluated as agree, which means that the teachers are satisfied with their job. The result also revealed no significant relationship between the school principals' instructional leadership behavior and teachers' job satisfaction. From the study results, it was recommended that the school principals create an empowering environment by providing relevant professional development and recognizing teacher excellence. The teachers can prioritize their professional growth through development opportunities, collaboration, and open communication with the school principal. And also, the Department of Education can invest in comprehensive training programs for principals, promote collaboration, and empower schools to make context-specific decisions. Further research is encouraged to investigate the impact of instructional leadership practices and develop practical tools to improve leadership.

Keywords: education, leadership, job satisfaction

INTRODUCTION

The issue of setting quality teaching and learning remains a pending research issue in schools. Principal instructional leadership behaviors are believed to be effective in creating an environment that supports teachers' classroom performance and inspires them to perform their jobs well, resulting in higher levels of job satisfaction. Du Plessis (2013) states that a principal's competent instructional leadership is only effective when they provide direction and instructional assistance to teachers and students to improve curriculum delivery in the classroom. Globally, much research has been conducted on how instructional leadership behavior influences teachers' job satisfaction. The research of Pietarinen et al. (2019) in Finland revealed a direct relationship between the supportive leadership styles and the reduced burnout of teachers with associated job satisfaction. This highlights that education systems experience similar challenges internationally in that leadership quality directly impacts teacher retention and instructional effectiveness.

In the Philippine setting, instructional leadership by principals has been on the agenda as an approach to retaining and improving teachers' performance. Tamayo and Abao (2022) indicated that the necessary functions of

principals are tied to professional development, which is associated with the job satisfaction of the teaching workforce. Similarly, Garcia et al. (2020) underlined an inspiring educational environment created by effective leaders to make a major difference in teachers' personal and professional lives. Most notably, such findings are essential in that they draw attention to some problems encountered within the Philippine educational scenario, such as limited resources and increased levels of teacher workload.

While the existing literature provides substantial insights into the relationship between instructional leadership and teacher satisfaction, specific studies focusing on Bunawan District, Agusan del Sur's unique context, remain scarce. The localized socioeconomic and cultural dynamics and resource limitations create a distinctive setting that necessitates further exploration of the topic. Moreover, the integration of instructional leadership behaviors with the dimensions of job satisfaction, such as workplace relationships and professional growth, remains underexplored in rural Filipino schools. This study aims to fill this gap by providing empirical evidence of the correlation between school principals' leadership practices and teacher satisfaction in this context, thereby contributing to the broader discourse on educational leadership.

Literature Review

School principals' instructional leadership behavior. Instructional leadership by school principals significantly affects both teacher performance and student outcomes. Studies have also shown that quality instructional leadership comprises goal setting, instructional program review, and creating a supportive learning environment. Tobón and Juárez-Hernández (2020) established a rubric to analyze the leadership of principals' pedagogical practices while showing positive relationships between powerful instructional leadership and greater teacher job satisfaction. Naidoo (2019) similarly emphasized that instructional strategies led by principals directly influence the tone and effectiveness of teaching and learning processes within schools, highlighting their central role in the quality of education. Moreover, instructional leadership greatly impacts teachers' professional development and instructional practices. Sebastian and Allensworth (2019) found an instant relationship between principal leadership and teachers' involvement. They proved that supportive and explicit instructional leadership develops teachers' self-efficacy. Grounded on this idea, Chen and Guo (2020) magnified how principals' emotional intelligence moderates their effect on their instructional leadership practices, thereby leading to better teaching practices and student performance. These findings indicate that instructional leadership is more complex and essential to educational results. That implies that challenges are still evident in achieving consistent instructional leadership practices across diverse school settings. Zahed-Babelan et al. (2019) explained how school culture and job characteristics mediate the instructional leadership on teacher engagement, showing that indirect paths greatly influence results. Similarly, Liu et al. (2021) found that distributed leadership is a supplementary practice for traditional instructional leadership, urging a shared leadership model to mitigate variability in effectiveness. These studies "illuminate the multifaceted nature of translating leadership practices into observable improvements in schools." The principal provides instructional leadership by setting goals, managing the curriculum, and supervising teaching and learning activities in the school (Mestry et al., 2013). In other words, they should be involved in the school's teaching and learning activities to ensure quality instruction and learning. This is an example of effective instructional leadership. As a school administrator, they are responsible for implementing the goals and objectives of the school, where excellent instruction is provided. How school administrators perform and act will be a model for the teachers in performing their tasks inside the classroom. Instructional leadership, which involves the principal's aggressive involvement in curriculum formulation, professional development among teachers, and the outcome of education, essentially impacts teachers' job satisfaction toward performance. A study undertaken by Hallinger (2020) revealed that strong instructional leadership behaviors exhibited among principals positively affect the motivation and retention of educators. Similarly, Leithwood et al. (2021) highlighted the relationship between effective school leadership and perceptions of professional satisfaction among teachers, indicating that the leaders shape the wider organizational climate through their practices. These factors are supposed to be addressed, considering the rural context of the educational sector; leadership challenges are amplified here.

In the ASEAN region, studies on instructional leadership have highlighted the interaction between instructional leadership and teacher satisfaction. For instance, Yusof et al. (2021) proved that leadership strategies such as mentoring and instructional assistance significantly influence high levels of job satisfaction among teachers in Malaysia. In addition, Nguyen and Tran undertook studies in Vietnam in 2020, which suggested that principals who engage in professional development activities not only enhance their leadership effectiveness but also create positive perceptions of the work environment by teachers. These studies indicate that cultural and systemic complications within the ASEAN region influence the relationship between leadership practices and job

satisfaction. Furthermore, research indicates that instructional leadership is crucial to improving school effectiveness in Toledo City Division in Cebu, Philippines. The findings emphasize the need for collaboration and communication among school leaders, teachers, and the community to ensure instructional leadership methods. These findings have implications for educational policy and practice, underlining the necessity of investing in instructional leadership development and support to promote school success (Kilag et al., 2024). In the context of Mindanao, the research on leadership and teacher satisfaction reflects unique socio-cultural and geographical challenges. Dela Cruz and Magsayo (2021) study in rural Mindanao schools emphasized that the capacity to set up organized, well-supported learning for the principal is significantly associated with teachers' motivation and job satisfaction. In this regard, the study by Abellanosa and Lim (2023) underscored the crucial role that school leaders play in redressing poor professional support of teachers in provincial areas, emphasizing the need for contingently responsive leadership approaches. The findings carry much weight in highlighting distinct leadership interactions in Mindanao. Another important focus area is the overlap between instructional leadership and professional development. Kilag and Sasan (2023) discussed how a principal may contribute to the teacher's professional development, confirming that only long-lasting instructional leadership significantly contributes to continuing teacher development and flexibility. Stronge and Xu (2021) confirmed this by clarifying how strategic leadership practices can align teacher development policies with broader educational goals. These findings suggest that instructional leadership requires continuous learning and adaptation to emerging educational demands. In the final analysis, the global challenges exposed by the COVID-19 pandemic underscored the urgent and acute need for adaptive instructional leadership. Hanafi et al. (2021) analyzed how Indonesian school leaders adapted instructional strategies across the board to directly stem the challenges of the COVID-19 pandemic while hinging on resiliency and innovation. Gómez-Leal et al. (2022) analyzed how schools navigated never-before disruptions with emotional intelligence and leadership adaptability, a testament to the telling role of instructional leadership in crisis management. Such views argue that instructional leadership, which is flexible and sensitive to context, should be adopted by principals. The instructional leadership scale for school principals by Sisman (2004), which numerous researchers have used (Aytekin, 2014; Ozkaynak, 2013, et al.) in Turkey, is examined in this study under the following five sub-scales: determining and sharing the aims of the school; management of education program and instructional process; assessment of education process and students; supporting teachers and their professional development; and creation of an organized learning-teaching environment and atmosphere.

Determining school aims and sharing them. A school principal must define the institution's goals by ascertaining its vision and mission. During meetings, parents, teachers, and students must be made aware of the importance of the school's goals and have their perspectives clarified. Only after these objectives are understood can they design and implement instructional activities. Schools need to have a defined mission to improve student performance. When deciding on the school's goals, the principal is supposed to take the lead (Sisman, 2004). Establishing and articulating school goals form the basis for developing a shared vision and organizational effectiveness. Effective leadership is said to help facilitate collaboration in establishing institutional goals, promoting openness and inclusiveness, including stakeholder participation. In the same vein, Rasmitadila et al. (2020) underscored that shared goals are also pertinent for developing integrated learning environments, particularly in difficult circumstances, such as the COVID-19 pandemic-forced transfer to online classrooms. These studies also add that school goals must be set considering inclusiveness and shared participation. School leadership ensures that goals are in harmony with shared community aspirations. As Bush (2020) maintained, there may be more alignment or less uncertainty regarding education priorities if the organization shares common values and well-defined goals. Similarly, Bemiller (2019) critically examined how collaborative needs assessments lead to more defined objectives and practical strategy directions. These confirmations buttress the participatory leadership approach because it attains a collective purpose and direction.

There is a need to emphasize communication when disseminating school objectives. According to Ainscow (2020), the effectiveness of inclusive education depends on leaders' ability to express and communicate a common vision clearly, which breaks barriers to equity. Tronto (2019) adds to this view by showing how effective communication fosters accountability and allows all stakeholders to have a mutual understanding. In summary, these studies examine the complex interplay of leadership, communication, and common goals in developing inclusive practices in education. School goals are often difficult to harmonize based on the different stakeholders' interests. Ganguly et al. (2019) contend that room for conflict about priorities exists in schools and tacit knowledge-sharing mechanisms can even help address the differences. According to Fisher and Frey (2021), the process of shared purposes is iterative collaboration and adjustments, a truly dynamic process of goal-setting in education. Adaptive leadership to settle diverse interests is required to address such challenges. This development

in schools during the global crisis of early 2020 proves that resilient leadership is required. It captures how schools revised their purposes to suit the uncertainties of the pandemic, emphasizing collaboration and moral purpose in their mission statements. Examples by Kim and Asbury reveal how fast schools can move to achieve mutual goals during disruption. These examples highlight the importance of adaptability and proactiveness in determining and sharing school aims.

Management of educational program and instructional process. One of the main resources used in education is programs. Prerequisites and educational opportunities must be ready to implement such a program successfully. Developing, carrying out, and implementing programs are crucial tasks for school principals. A school's production plan is identical to that of a service-producing company. Therefore, according to Erdogan (2008), the administration of educational programs entails allocating courses based on the branches of teachers, creating daily and annual lesson plans, and planning celebration and remembrance events. The foundations of academic success lie in effectively managing educational programs and processes within instructions. Mishra et al. (2020) shed light on the potentiality of innovative management towards transforming a traditional classroom into an effective place for learning amidst the COVID-19 pandemic. The study's findings reveal that good online program management, comprising well-established instructional frameworks, would have made continuity in learning possible. By analogy, Abdulrahman et al. (2020) studied the implementation of multimedia tools in the teaching-learning process, with special attention to the role of organized technological resources in instructional performance.

The Learning Management System (LMS) has altered the program delivery and instruction management landscape. According to Bradley (2021), online instruction facilitated by an LMS provides accessible spaces for teachers and students to collaborate in collaborative learning. In addition, Rabiman et al. (2020) discussed some approaches to design and development that would ensure efficiency in engaging in vocational education in e-learning systems, even showing the impact of adaptive technology on the instructional process. Teachers' readiness and flexibility are essential for efficiently managing educational programs. Paliwal and Singh (2021) agreed that professional development and time management are significant for ensuring smooth instruction flow in online teaching. According to Rajagopalan (2019), systematic organization of teaching tools and strategies ensures effective matching of program objectives with students' needs, thus leading to enhanced learning. These studies generally observe that educational resources and training make teachers more effective in successfully implementing educational programs. Quality assurance in educational program management is a daunting task. Morrison et al. (2019) argued that continuous framework evaluation can sustain good instructional quality. The authors demonstrated that the implementation of feedback loops ensures that the education provided will align with institutional standards. Similarly, Sefcik et al. (2020) mapped programs on academic integrity and proved how structured planning and execution maintain the programs' sustenance and effectiveness. Finally, the speed of education digitalization requires innovative approaches to instructional management. In his study of the influence of educational technology, Huang (2019) discussed how it transforms instructional strategies, focusing on a shift away from old models towards livelier, technology-based models. Lawson et al. (2019) also identified the core components of research-based social-emotional learning programs, advocating for a harmonious scale between technological progress and developing social skills in modern educational governance.

Assessment of the instruction process and students. Evaluation and improvement initiatives are part of the assessment process. It is considered crucial to the ongoing evolution of an organization that an effective instructional leader understands the need and means of evaluating students' progress and is skilled in various evaluation methods. To do this, one must instruct, observe, evaluate the program's quality, and monitor and analyze students' progress. The school principal should discuss the teaching strategy and the student assessment results with the instructor and provide feedback to the instructor. Furthermore, the data must be utilized to evaluate the level of accomplishment attained by the institution and its initiatives (Aydin, 2010). Assessment is at the heart of instructional effectiveness and student learning outcomes. Rakoczy et al. (2019) discuss the importance of mathematics formative assessments, which touch upon how feedback and self-efficacy influence student achievement. In this line of thinking, Andrade (2019) discusses self-assessment, a crucial role that fosters student autonomy and engagement while emphasizing learning processes. These studies demonstrate that for assessment methods to play a fundamental role, they must be congruent with education goals. Technology-based assessments change the way teaching is conducted. According to Goldberg et al. (2021), a machine learning model must constantly monitor students' engagement so that AI can tailor the learning experience. Cerezo et al. (2020) discussed process mining for e-learning environments and demonstrated that an analytics-based self-regulation model may advance instructional methods. All these innovations underline the increasing importance of

technology in modern education. Integrating assessments into instructional design ensures continuous improvement and alignment with learning goals. Yovanoff and Ketterlin-Geller (2019) highlighted the role of diagnostic assessments in guiding instructional decisions, particularly in mathematics. Hilarius and Herawati (2019) demonstrated how problem-based learning models supported by authentic assessments enhance students' science process skills. These findings suggest that embedding assessments in the instructional process supports better outcomes for teachers and learners. Assessment must be contextualized to different teaching and learning conditions and challenges. Daniels et al. (2021) explored the effects of instructional and assessment changes due to COVID-19 on university students' motivation and engagement. The basic argument was flexibility in assessment design. Dejene (2019) discussed modularized curricula where active learning with continuous assessment enhances instructional effectiveness, even under limited resources. Such studies highlight the necessity of adaptive assessment frameworks for dynamic environments. Finally, curriculum, instruction, and assessment need alignment to create educational meaning. Shen et al. (2020) reviewed interdisciplinary STEM education and described the urgency in making instructional practice consistent with assessment strategy. Moss and Brookhart (2019) argued that the formative assessment cultivates student self-regulation, encouraging assessment strategies that promote learner control. These tend to converge, highlighting the importance of integrated assessments for holistic learning.

Supporting teachers and their professional development. Effective professional development for teachers is vital for improving educational outcomes and responding to the ever-changing demands of teaching. Parsons et al. (2019) analyzed U.S. teachers' perceptions of online professional development and concluded that interactive and flexible professional development programs considerably improve teacher engagement and instructional strategies. Mork and Haug, in an article in 2021, discussed how 21st-century skills can be embraced in the classroom through professional development. This highlights the need to align professional learning with contemporary pedagogical challenges correctly. In this regard, teacher professional development programs must cater to the varied needs of educators. Romijn et al. (2021) emphasized that intercultural competence training, as an indispensable aspect of professional development, can help pre-service and in-service teachers in multicultural educational settings. Steinert et al. (2019) conclude that professional identities among teachers are enhanced because of focused faculty development initiatives, resulting in more job satisfaction and retention. Hence, there is a need for professional development that is not only inclusive but also contextually relevant. Sufficient attention has been paid to innovative approaches to professional development involving technology. For example, Yurtseven Avci and O'Dwyer (2020) proposed a flipped model of professional development that uses digital tools to support teacher growth and the infusion of technology into teaching. Admiraal et al. (2021) described schools as professional learning communities that base professional development and growth on cooperation and opportunities to continue learning. Such models illustrate how collaborative and technological methods improve teachers' capabilities. The main challenge often set by failing to sustain relevance in professional development is the misalignment of priorities. Fairman et al. (2022) shed light on the "Failure to coordinate alignment in support of professional development through leadership" and the need to bring relevance in design through teacher feedback. Sancar et al. (2021) provided a framework for the conditions for support or obstruction of teacher development, discussing further the need for policies that would create supportive environments for professional development. These studies reveal the complexity of aligning professional development initiatives with educators' practical needs. The COVID-19 pandemic has redefined the contours of professional development regarding adaptability and flexibility. Hartshorne and Baumgartner (2020) researched professional development during the pandemic, postulating that learning at a distance required exceptional support to overcome novel instructional challenges. Kilag and Sasan (2023) also addressed the role of instructional leadership while managing teachers in professional development in an era of rapidly changing education. Consequently, these studies demonstrate the need for responsive and adaptive professional development approaches in uncertain times.

Creating an organized learning- teaching environment and atmosphere. School principals are responsible for developing and maintaining a classroom atmosphere that supports teaching and learning. Consequently, school principals should be aware of and supportive of various subcultures and trends. They must mentor, permit, and facilitate the generation and exchange of original ideas for teaching, learning, and education. The working environment and how it affects individuals are called the "school atmosphere." The school environment affects people's performance, motivation, and sense of belonging (Sisman, 2004). The positive impact of an organized and supportive learning-teaching environment on educational outcomes and student involvement is agreed upon. Dwiningrum and Wahab (2020) believed that democratic atmospheres in classrooms promote inclusiveness and mutual respect, which minimizes bullying and encourages collaborative learning. Likewise, Kozlovskaya and

Gluboka (2019) explored individualized approaches to learning and pointed out that a goodwill and understanding atmosphere enables teachers to differ in meeting the needs of different students. Organized and innovative learning environments are increasingly embedded through technology integration. Digital tools in creating teacher-led atmospheres are encouraged to enhance the emotions and learning of students, as noticed by Hartikainen et al. (2022). Similarly, Nguyen et al. (2023) discussed digital ecosystems in a high school process, showing how media-rich environments foster creativity, engagement, and adaptability among students. These studies underscore the dramatic impact of technology on classroom dynamics. Powerful learning environments operate on established interactions between teachers and learners, manifesting clear organizational structures. Relationship-based and dependable classroom management practices, as demonstrated by Suyatno et al. (2019), establish great learning environments that help develop better learner attitudes. Phunaploy underlined the need to create a great behavioral expectation to ensure that the teaching environment bolsters scholarly achievement and personal development. Professional development and teacher efficacy are critical for maintaining well-ordered classroom environments. Liu and Chang (2024) explored how shared professional knowledge through collaboration enriches the quality of teaching atmospheres by advocating the ongoing improvement through the exchange of best practices. To a similar extent, constructivist learning theories were discussed by Zajda in 2021, indicating the importance of teacher training for developing student-centered and practical learning spaces. Adaptation to different cultural and institutional settings remains critical for achieving organized learning environments. Madjdi and Rokhayani (2021) considered using lesson studies to create academic atmospheres that solve institutions' problems. Examples include establishing an appropriate work culture that would suit teachers' performance delivery. This has been identified as an important determinant of teachers' performance by Hariyati et al. (2019). School principals oversee the management of personnel, teachers, and student administration. According to a study, instructors' perceptions of instructional leadership behaviors are lower than administrators' perceptions. The way teachers perceived the instructional leadership of administrators and the way administrators saw their level of instructional leadership differed significantly (Zurlo et al., 2016). Several studies have examined the effect of instructional leadership on school effectiveness. Hallinger and Heck (2011) discovered that a principal's instructional leadership considerably impacts school effectiveness. The study shows that good instructional leaders have a favorable impact on both student learning outcomes and teacher's performance. Similarly, a study by Robinson (2008) discovered that instructional leadership is connected with higher student accomplishment. The study found that principals who use instructional leadership methods, such as offering feedback to teachers, evaluating student progress, and defining instructional goals, have better student accomplishment outcomes.

Teachers' job satisfaction. According to Skakon, Nielsen, Borg, and Guzman (2010), employee happiness and job satisfaction were favorably influenced by the leader's or leadership behaviors, but bad leadership behaviors induced stress, burnout, and dissatisfaction. According to Kuoppala et al. (2008), leadership significantly impacts employee job satisfaction and occupational health. Teachers' job satisfaction is highly related to successful school leadership and promoting working conditions. Nordin et al. (2020) established that teachers' job satisfactions were positively affected by democratic styles of school heads' leadership since open communication flow and shared decision-making fostered feelings of empowerment and professional respect. Similarly, Baluyos et al. (2019) argue that leadership is conducive to a school climate and directly affects teachers' morale and performance. The authors state that teachers' satisfaction is dually affected by the social context of schools. Kasalak and Dagyar (2020) found that cooperative work settings, where teachers often participate in problem-solving, create higher job satisfaction and decreased levels of burnout. To this end, Olsen and Huang (2019) indicated that teams among teachers in school organizations substantially affect the professional well-being and emotional state of the respective teachers, growing increasingly as an indispensable need for a collegial support system. Factors of job satisfaction that impact teachers exiting the field are distilled to the following: dissatisfaction, personal/family reasons, retirement, pursuing another job, and financial reasons (Sutcher et al., 2016). However, teacher attrition involves more than just salary, including "unsupportive work environments and poor school leadership among factors affecting teachers' desires to leave the profession. Moreover, teacher attrition appears universal, although it occurs at different rates and amid varied contexts, namely "prestige, working conditions, and salary" (Geiger & Pivovarova, 2018). According to Klassen, Usher, and Bong (2010), job satisfaction is a crucial factor that affects teachers' attitudes and effectiveness in the classroom. They also proposed that teachers' job happiness is influenced by both collective and self-efficacy. Another crucial factor determining teacher job satisfaction is self-efficacy. Dicke et al. (2020) state that teachers with high self-efficacy, the ability to trust in their teaching ability, tend to be more satisfied at work since a belief in capability reduces tension and increases motivation. This is analogous to Baroudi et al. (2022), who investigated the intrinsic motivator of opportunities for professional development and how this leads to higher levels of self-efficacy and

satisfaction, meaning that self-efficacy can act as a protective factor against the impact of workplace difficulties on job morale. Finally, it is noteworthy that different socio-cultural and economic factors outside the teaching profession significantly influence job satisfaction. Romy et al. (2022) emphasized the challenges teachers face in developing regions where fewer and meager resources and societal expectations more frequently discourage job satisfaction. Meanwhile, Sahito and Vaisanen (2020) recommend changing policies and favorable school programs as necessary interventions to rid educators of such external influences that require a more holistic strategy for improving job satisfaction. These findings underline the need to address broader socioeconomic factors to improve educational environments and strengthen teachers' security. The relationship between a worker and the organization they work for is a two-way street. The organization impacts the worker's thoughts, feelings, and actions in and out of the workplace, while the worker similarly influences the organization. The workplace environment is crucial to teacher job satisfaction, with factors such as teacher autonomy, administrative support, leadership, and staff collegiality being among the most significant predictors (Troeger, 2021). This study contrasted the experience of occupational stress in various occupations and examined three stress-related factors: job satisfaction, physical health, and psychological well-being (De Simone et al. 2016). Based on the study of Troeger (2021), teacher job satisfaction is closely associated with numerous interrelated factors. This study is organized by pay, security, colleagues, working conditions, supervision, advancement, recognition, responsibility, and work.

Supportive and appreciative supervisor. Teacher job satisfaction is constantly related to school leadership and work setting. Nordin et al. (2020) established that teachers' job satisfactions were positively affected by democratic styles of school heads' leadership since open communication flow and shared decision-making fostered feelings of empowerment and professional respect. Similarly, Baluyos et al. (2019) contend that the school climate created by supportive leadership directly affects teachers' morale and performance. The social environment in schools is pertinent for teacher satisfaction, they concluded. Professional relationships are important for retaining job satisfaction, especially those with teacher collaboration and administrative support. Kasalak and Dagyar (2020) presented scenarios for cooperative work environments, where teachers frequently experience collaborative problem-solving, resulting in higher job satisfaction and lower burnout levels. This assumption is further strengthened by the fact that Olsen and Huang (2019) established how much a school culture emphasizing teamwork influences teachers' professional and emotional state, indicating that collegial support networks can be effective. Another critical factor shaping job satisfaction is self-efficacy. Teachers with high self-efficacy, those who believe in their ability to teach, are more satisfied with their jobs. According to Dicke et al. (2020), competent teachers cope better with stress and are more motivated. Baroudi et al. (2022), concerning intrinsic motivators, including opportunities for professional growth, about higher self-efficacy and satisfaction, showed that self-efficacy also acts as a buffer that counteracts the adverse effects of workplace pressures on job morale.

Lastly, external sociocultural and economic factors also define job satisfaction in teaching. According to Romy et al. (2022), the numerous challenges teachers face in developing areas have resulted in very low job satisfaction due to poor resources and, at times, excessive social expectations. Therefore, Sahito and Vaisanen (2020) state that only specific policy reforms and additional school support programs can alleviate these external factors, calling for more comprehensive approaches to job satisfaction. These findings emphasize that educational climates must be improved by addressing wider socioeconomic factors to raise teacher satisfaction.

Collegiality and workplace relationships. Meetings should be occasions where all employees can learn from one another and be effectively protected against hidden mistakes. Sharing triumphs facilitates the sharing of setbacks, benefiting both parties and fostering camaraderie among coworkers (Hoerr, 2005). In actuality, the value and advantages of workplace collegiality are understood as "the ability to work optimally with colleagues." Collegiality is difficult to measure; however, it is thought to be a significant predictor of success. Collegiality refers to the relationship between individuals who cooperate inside an organization to achieve a common objective (Burr et al. 2017). Job satisfaction and general perception of professional well-being depend on the bond between supervisors and teachers. The authors agree that academic supervision and cooperation are basic conditions for building an affectionate environment that promotes teacher morale and job satisfaction. Similarly, Polatcan and Cansoy (2019) recognized that supervisor acknowledgement and support boost teachers' professional self-efficacy and participation to achieve better performance in educational establishments. It reduces stress and increases job satisfaction. Sahito and Vaisanen (2020) analyzed the social and professional support delivered by supervisors in developing nations, revealing that it is needed to reduce workplace stress and enhance teacher retention. Similarly, Hampton (2019) found that more qualified teachers with frequent recognition and good corrections by their supervisors were more valued and satisfied with their jobs. This finding suggests that a good

source of pride can be found through the supervisor's recognition. Supervisory appreciation creates a good relationship in the workplace, where teachers gain mutual trust and motivation. According to Olsen and Huang (2019), teachers' cooperation with principals' support and job satisfaction evokes the importance of a conducive and inclusive work environment. In a continued argument, Abdulahi (2020) commented that the culture of school plays a vital role in the supervisory appreciation and thus indicates its role in developing an appropriate organizational climate to affect teacher development. Enhancing innovative teaching and continuous improvement are supportive supervision roles. Taheri et al. (2020) reported that encouraging supervisor strategies contributed to creative instructional practices and empowered educators to adopt new teaching strategies confidently. Similarly, Crisci et al. (2019) pointed out that supervisors who create opportunities for growth and learning enhance educators' organizational commitment and satisfaction. Global disruptions, such as the COVID-19 pandemic, have demonstrated the salience of empathic and responsive supervision. Ipsen et al. (2022) tested effective communicative supervisory support and genuine appreciation expressions by crisis supervisors; these were very useful in stress reduction and production maintenance among staff at work. Similarly, Zhao and Jeon (2024) showed how people-friendly work climates characterized by collegiality and balanced recognition systems did much more to further resilience and well-being when placed under pressure.

Income and job security. Income and job security are significant pillars of teachers' prosperity and happiness. Olobia (2023) underlined that job security can provide financial security, which is the foundation for building a committed and motivated teaching force. Similarly, Mackenzie and Nwafor (2019) found that both job security and adequate income directly influence teachers' commitment and performance, thus highlighting the intertwined significance of economic stability and workplace assurance. Thus, this subtle relationship between economic status and job satisfaction has been extensively studied. According to Das (2019), higher income levels among educators are heavily linked to increased job satisfaction due to lifting personal and professional burdens through monetary assets. Meanwhile, Veselinović et al. (2020) cited that the mismatch between job roles and abilities in the education sector has led to negative earnings and alignment between educators' skills and their respective roles to increase satisfaction and profits. New emphases in the context of crisis appear to be on income and job security issues. According to Lim et al. (2022), analyses based on data from Korea indicate that job insecurity and low income are major predictors of depressive symptoms among educators. Moreover, Pacheco and Coulombe (2020) demonstrated how the COVID-19 pandemic augmented insecurities for low-income workers through policies supporting income continuation during economic disruptions. Economic issues related to income protection and job tenure have been linked to higher education. In their 2020 work, Imran and Ahmed discussed job insecurity in private education. They concluded that only reasonable financial security enhances the quality of education and motivates teachers to work hard. Diris and Van Vliet (2022) established a correlation between the development of skills, job security, and income rise, arguing that professional training might reduce economic inequality. These sociocultural influences of income and job insecurity present significant regional variations in teacher satisfaction. Almeida and Santos (2020) studied the implications of joblessness and job insecurity in Portugal, suggesting the demand for robust social protection mechanisms. Together, the papers discuss the robust significance of economic and policy-level interventions for the sustenance of the teaching profession.

Autonomy, creativity at work, and student relationships. These are vital elements that contribute to a fulfilling teaching experience. When teachers are free to teach creatively and build meaningful connections with their students, they are more likely to experience high levels of job satisfaction and remain committed to their profession. Workload and professional autonomy are core determinants of teachers' job satisfaction. As highlighted by Brezicha and Park (2020), instructors whose perception of workload is balanced with a degree of autonomy are likely to have positive perceptions of satisfaction. According to Crisci et al. (2019), whose research suggests that instructional planning freedom supports teacher development, entailing greater investment in their job, which translates to job satisfaction. These findings underscore the importance of teacher empowerment in assuming control over instructional practices and improving students' overall satisfaction at work. Indeed, workload and professional autonomy are among the most important factors determining educators' job satisfaction. According to Brezicha and Park (2020), teachers with balanced workloads and some degree of professional freedom tend to have higher satisfaction. This is aligned with Crisci et al. (2019), who argued that teachers may become more attached to their work and increase their job satisfaction because of their ability to plan their teaching. These findings underscore teachers' need for more authority over their instructional practices, which will generally improve their job performance.

Working conditions and school climate. The results of the research indicate that working conditions are as much a reflection of a teacher's job satisfaction as the inverse. Ample provision of resources, including

instructional tools and technology, and even a contextually appropriate physical space, all contribute measurably to the quality of a working environment for teachers. Riehl (2020) hypothesizes that leniency in inadequate conditions, such as school overcrowding and lack of teaching aids, diminishes the effectiveness of instructional leadership. Moreover, perceptions of teachers' work environments are highly interrelated with overall job satisfaction and emotional well-being (Sarwar & Khan, 2022). Teaching professionals working in less-than-ideal situations often struggle with burnout, which, in turn, reduces their job satisfaction and negatively impacts students' outcomes. School climate is important for shaping teachers' feelings about their jobs. A supportive school climate with respect, cooperation, and leadership encourages teachers and their respective job involvement. As Singh and Sharma (2021) assert, if school leaders deliberately create a more encouraging and inclusive atmosphere, teachers are more likely to report higher job satisfaction. Similarly, a negative school climate where teachers are isolated or undervalued leads to dissatisfaction and may increase turnover (Nguyen & Wagle, 2023). This suggests that principal styles that emphasize enhancing school climate can reduce teacher stress or job dissatisfaction. Instructional leadership affects teachers' job satisfaction, raising favorable conditions and enhancing the school climate. This aspect affects people's attitudes. Principals excel in instructional decisions and facilitate professional development through constructive feedback that fosters a supportive work environment with respect for teachers. He and Xu (2022) found that instructional leaders with high robustness foster a culture of collaboration and continuous improvement, resulting in higher levels of teacher job satisfaction. Conversely, a principal who fails to fulfill this critical responsibility inadvertently fosters a hostile work environment, eroding teachers' enthusiasm and satisfaction with their roles (Miller & Liang, 2021). Research has focused on the connection between supportive leadership and teacher turnover. Teachers who perceive their principals as supportive tend to want to remain in their positions, leading to a stable and efficient teaching context. Chen and Lee (2023) report that teacher job satisfaction is improved by behaviors associated with supportive leadership, such as offering emotional support and opportunities for professional advancement. Elmi and Moser (2020) also indicate that principals who have open lines of communication with their staff and take time to discuss the problems are likely to retain successful, contented teachers, fostering a more effective and harmonious school community. Teacher autonomy is the most critical motivational variable affecting job satisfaction in the educational sector. When the head teacher delegates more authority to the teachers to decide on classroom matters and design the curriculum, then the employees' professional autonomy and self-satisfaction increase to a great extent. Lee and Kim (2020) assert, "high autonomy levels meet job satisfaction and a sense of professional accomplishment.". Furthermore, Taylor and Hudson (2022) reveal that when principals involve the teachers in the decision-making processes while acknowledging their efforts, this increases the competency feeling and job satisfaction of the teacher, which subsequently contributes to better educational results in the classroom.

Advancement and professional growth. The existence of career advancement opportunities has a considerable implication on the job satisfaction of a teacher. Educators generally appear to be more job-satisfied if they feel that their professional development is supported through provisions of structured career advancement opportunities. Bakar and Basyir (2022) opine that teachers with opportunities to advance, such as leadership roles or other qualifications, are valued and motivated. Career development opportunities have always been associated with discontentment and higher turnover because teachers feel they are not being challenged (Keller & Chen, 2023). An inspiring and satisfied teaching workforce needs a strong and structured career advancement program. Therefore, professional growth is closely related to a teacher's motivation and satisfaction. Ideally, the teachers engaged in professional development like workshops, higher degree pursuit, or collaborative learning communities would feel they can teach better. Lopez and Medina (2021) reported that professionals in professional growth would have a considerable feeling of accomplishment that impacts job satisfaction. More so, motivated teachers who want to set professional development goals and have support from the school leaders are likely to have higher motivational levels because they feel that their career aspirations are recognized and supported (Gupta & Kumar, 2020). For example, principals play a very important role in a context where teachers will be encouraged toward professional development. School leaders must promote professional development by giving resources, fostering collaborative opportunities, and stimulating reflective practices among teachers. About this, it is said that the research Chen and Wang (2022) suggests a situation where principals with professionals developing programs for their educators will eventually come out with a more satisfied and competent teaching workforce. Furthermore, supportive principals who engage teachers in decision-making and provide positive feedback on their development activities are perceived as very responsive and committed to teacher growth. This increases job satisfaction and retention rates (Miller & Zhang, 2023). Research has shown that professional development improves teachers' job satisfaction; their performance in class is also considerably enhanced. Educators who are taught through professional development normally adopt modern teaching strategies and acquire better student results, as Mohamed and Abdullah (2020) believe. The link between professional growth and teaching effectiveness points to the urgent investment that needs to be made in teachers,

with the resultant positive impact on job satisfaction levels for the teachers and academic performance among their students. A similar study, for instance, by Patel and Shah (2023), revealed that professional development boosts teacher self-esteem, increasing teacher satisfaction and performance levels. The most important factor in professional development and job satisfaction is empowerment, such as the empowerment of teachers. The practice of the right to have a voice in practice decisions, thus having a voice in decisions that affect school leadership, is what sharpens teacher empowerment. According to Zhang and Tan (2021), "the more empowered the teachers are by their principals to take initiative, collaborate with colleagues, and make school policies, the more they are satisfied at work." This sense of agency and involvement in shaping the school environment heightens their motivation to continue professional development and promotes general job satisfaction with their roles (Brown & Lee, 2022). The dynamic of teachers being supported and respected once empowerment is paired with professional growth opportunities thus enhances their job satisfaction.

It has been said that teachers' job happiness is a "portrait of broad teacher discontent." It characterizes an emotional response predicated on an assessment that one makes regarding a work. Troeger (2021). A person's assessment of the degree of fulfillment they derive from their regular work activities is known as job satisfaction. Studies have indicated a positive correlation between job satisfaction, increased job dedication, and improved performance at work. According to Toropova et. al (2020), a few elements that affect teachers' job satisfaction are the layout of the school, the working environment, and the individual teachers. Based on their data analysis of the global context of Sims (2017, 2018), they examined teacher data from the Teaching and Learning International Survey (TALIS) 2013—an international survey of working conditions and learning settings in schools—in 35 different nations. It was discovered that, across all countries, teacher job satisfaction was positively correlated with both student discipline and teacher cooperation. The survey found that teachers' social aspects of working circumstances were the most significant of the employed categories. As a result, the benefits of the principal's leadership, the trusting and respectful school culture, and peer support were nearly twice as great as the benefits of the school's material resources. Professional growth is continuously improving one's knowledge, skills, and talents to advance one's career and fulfill personal objectives in a selected field of work. It entails lifelong learning, skill enhancement, and adjustment to novel situations and prospects. (Santini, 2023).

Theoretical Framework

The study was framed under the Transformational Leadership Theory by James MacGregor Burns, where importance is given to leaders who can inspire and motivate followers to achieve a shared vision. Transformational leadership in education focuses on creating a collaborative, innovative, and professionally growing environment among teachers. This goes along with the focus of the study on principals' instructional leadership behavior, as effective leaders are the ones who are expected to inspire and empower their teachers to be satisfied with their job and improve in their teaching practices.

Statement of the Problem

The major goal of this research was to determine whether the instructional leadership behavior of the principal affects the job satisfaction of the teachers in Bunawan District, Bunawan, Agusan del Sur for school year 2024-2025. It sought to answer the following questions:

1. What is the level of school principals' instructional leadership behavior in terms of:
 - 1.1 Determining school aims and sharing them;
 - 1.2 Management of educational program and instructional process;
 - 1.3 Assessment of instruction process and students;
 - 1.4 Supporting teachers and their professional development; and
 - 1.5 Creating an organized learning- teaching environment and atmosphere?
2. What is the level of teachers' job satisfaction in terms of:
 - 2.1 supportive and appreciative supervisor;
 - 2.2 collegiality and workplace relationships;
 - 2.3 income and job security;
 - 2.4 autonomy, creativity at work, and student relationships
 - 2.5 working conditions and school climate; and
 - 2.6 advancement and professional growth?
3. Is there a significant correlation between school principals' instructional leadership behavior and teachers' job satisfaction?

Null Hypothesis

There is no significant correlation between school principals' instructional leadership behavior and teachers' job satisfaction.

Scope and Delimitation of the Study

In this study, the delimitation of the school principals' instructional leadership behavior and job satisfaction of teachers was based only on the data provided by the 177 selected permanent teachers for the school year 2024-2025. The research also focused on examining instructional leadership behavior and job satisfaction from at least 10 years ago. Moreover, this study focused on examining mainly the sub-variables of the instructional leadership behavior of the principals that include determining school aims and sharing them; management of educational program and instructional process; assessment of instruction process and students; supporting teachers and their professional development; and creating an organized learning- teaching environment and atmosphere.

MATERIALS AND METHODS

Locale

The study was conducted in public elementary schools in Bunawan District, Bunawan, Agusan del Sur. Bunawan is a town located in Agusan del Sur, a landlocked province and a first-class municipality. The town is 512.16 square kilometers (197.75 square miles) in size, or 5.13% of Agusan del Sur's total area. Its population is 47,512, based on the 2020 Census data. It comprises 1.69% of the Caraga region's population and 6.43% of Agusan del Sur's overall population.

Design

The study employed the quantitative descriptive survey-correlational research design to collect data from a randomly selected 177 permanent teachers in 21 public elementary schools in Bunawan District, Agusan del Sur. The survey method using questionnaires is best in research where a group of respondents' views, attitudes, beliefs, behaviors, interests, or qualities are being evaluated (Gay et al. 2012). This survey approach was chosen because it can give quantitative explanations for the variables in instructional leadership and job satisfaction of the teachers. It is also a more efficient, accurate, and time-saving research method that yields information about the population under study (Muijs, 2011).

Respondents

The respondents of the study were the twenty-one public elementary schools in Bunawan District, Bunawan, Agusan del Sur. There are 304 permanent teachers who will be randomly selected in 177 teachers using the Rawsoft calculator sampling technique. For the purpose of selecting the respondents of the study, the researcher set the inclusion criterion that the respondents must be permanent teachers in these 21 public elementary schools in Bunawan District.

Research Instruments

The researcher used two sets of adapted survey questionnaires. The first questionnaire was adapted from the study of Zorlu, et al, 2016 "Instructional Leadership Behaviors of School Administrators on the Implementation of Secondary School Curricula. This instrument consisted of 50 items with five indicators which were reflected in the conceptual framework of this study. The data were rated on a four-point likert scale below.

3.50-4.00	Strongly Agree	This means that instructional leadership behavior is always observed.
2.50-3.49	Agree	This means that the instructional leadership behavior is observed.
1.50-2.49	Disagree	This means that the instructional leadership behavior is seldom observed
1.00-1.49	Strongly Disagree	This means that the instructional leadership behavior is not observed at all

The second questionnaire is adapted from the study "Teacher Job Satisfaction Among K-12 Public School Teachers: A Mixed Methods Study" by Michael Troeger 2021. The questionnaire contains 59 items and is divided by its indicators namely: Supportive and Appreciative Supervisors, Collegiality and Workplace Relationships, Income and Job Security, Autonomy Creativity at Work and Student Relationship, Working Conditions and

School Culture, and Advancement and Professional Growth. The data will be interpreted through the four--point Likert Scale presented below.

3.50-4.00	Strongly Agree	The teachers are very satisfied with their job.
2.50-3.49	Agree	The teachers are satisfied with their job.
1.50-2.49	Disagree	The teachers are dissatisfied with their job.
1.00-1.49	Strongly Disagree	The teachers are very dissatisfied with their job.

Validation of Instrument

A panel of external and internal validators were tasked to review the adapted instrument before it was administered to the respondents. This was done to check whether the items in the questionnaires were suited to be asked to the respondents. After the validation, the researcher tested its reliability and validity by pilot testing. If no issues found during testing, the administration of the instrument followed.

Research Procedures

The researcher carefully followed a step-by-step process to make sure the study was conducted responsibly, ethically, and with the proper permissions. Everything began with securing an ethics clearance from the Ethics Review Committee of Assumption College of Nabunturan, ensuring the study met ethical standards. Once this was granted, the researcher obtained an endorsement letter from the Dean of the Graduate School and submitted it, along with a request letter, to the Schools Division Superintendent for approval. With the approval in hand, the researcher reached out to the Public Schools District Supervisors and later visited the twenty-one school principals involved in the study to personally ask for their permission and support. This thorough process ensured that all necessary permissions were secured before moving forward. Since the schools were located far apart from each other, the researcher made a sincere effort to visit them personally, explaining the purpose of the study to the teachers. This helped build trust and encouraged them to take the questionnaire seriously. By directly administering the research tool, the researcher ensured that teachers fully understood each part of it and felt comfortable participating. After collecting the responses, the data were carefully organized using Microsoft Excel and analyzed using the appropriate statistical methods. Throughout this process, the researcher made sure all information was treated with strict confidentiality. The results were then thoughtfully interpreted and presented in clear tables, followed by meaningful discussions that linked the data back to the study's goals.

Statistical Treatment of Data

To better understand and interpret the responses of the teachers in the Bunawan District, the researcher used simple yet effective statistical tools. The mean was used to get an overall picture of how teachers perceived their school principals' instructional leadership and how satisfied they were with their jobs. By calculating the average responses, the researcher was able to identify general patterns and levels of agreement among the participants. On the other hand, the Pearson r or Pearson Product-Moment Correlation Coefficient was used to find out if there was a meaningful connection between the way principals lead and how satisfied teachers felt in their roles. This helped the researcher see whether strong leadership had any direct influence on teachers' job satisfaction, giving the study deeper insight into the relationship between leadership behavior and the well-being of educators.

Ethical Considerations

In conducting this study on the connection between school principals' instructional leadership and teachers' job satisfaction, the researcher made sure that ethical principles were at the heart of every step. The study aimed to offer meaningful insights into how leadership affects teachers' well-being—something that directly impacts the quality of education in schools. With this in mind, the findings were meant to help school leaders, educational authorities, and stakeholders reflect on and improve current practices. Before anything else, teachers who participated were given clear, easy-to-understand consent forms that explained the purpose of the research, how their input would be used, and most importantly, that joining the study was entirely voluntary. They were assured that saying "no" or choosing to withdraw wouldn't affect their job or relationships at school in any way. Since teachers often work closely with school principals, the researcher took extra care to make sure they felt safe, respected, and free to speak honestly. The study itself posed very little risk to participants. In fact, many were simply asked to reflect on their job experiences through surveys or interviews scheduled at times most convenient for them. Any small expenses, like travel, were covered by the researcher. While no material rewards were given, the hope was that participants would feel fulfilled knowing their feedback could help create better working environments in schools. To protect everyone's privacy, names and personal details were removed from all documents, and the information was stored in a secure, password-protected system only the researcher could access. Everything will be properly deleted once the study is done, following data protection laws. Teachers were

chosen fairly and randomly, and their voices were treated with respect. They were welcome to ask questions, raise concerns, or review their answers if they wished. The researcher remained transparent and honest throughout—clearly explaining the goals, how the data would be used, and even offering copies of the final results to those who wanted them. With years of experience in both undergraduate and graduate research, the researcher approached this study not just with technical know-how, but with a genuine commitment to treating every participant with fairness, care, and professionalism.

RESULTS AND DISCUSSION

Table 2. Determining and Sharing the Aims of The School

Item	Question	Mean	Description
1.	Explains the overall aims of the school to the teachers and students.	3.46	Agree
2.	Encourage everyone in the school to share the aims of the school.	3.53	Strongly Agree
3.	Review the aims of the school and update them.	3.45	Agree
4.	Make use of students' success when developing the aims of the school.	3.50	Strongly Agree
5.	Enhance the compatibility between school's aims and courses.	3.42	Agree
6.	Opens the schools' aims for discussion in board meetings.	3.46	Agree
7.	Encourage teachers to work for the same aims.	3.50	Strongly Agree
8.	Set objectives to increase students' current level of success.	3.47	Agree
9.	Pioneers in putting the aims of the school into practice.	3.51	Strongly Agree
10.	Encourage everyone to have high expectations with regard to students' success.	3.52	Strongly Agree
Overall Mean		3.48	Agree

Based on the data gathered, it is shown in Table 2 that the instructional leadership behaviors related to determining and sharing the aims of the school are perceived positively by the respondents. The overall mean score of 3.48 falls within the "Agree" category range of the Likert scale, which indicates that these behaviors are observed in practice. The Items 2, 4, 7, 9 and 10 were rated as "Strongly Agree" and received mean scores between 3.50 to 4.00, indicating that these behaviors are always observed. Meanwhile, the remaining Items 1, 3, 5, 6, and 8 were rated as "Agree" and received mean scores between 2.50 to 3.49, signifying that the corresponding leadership behaviors are observed.

Table 3. Management of Educational Program and Instructional Process

Item	Question	Mean	Description
1.	Prepare an annual activity report about the school's educational activities.	3.47	Agree
2.	Attach importance to taking students' needs and expectations into consideration in the school's programs.	3.47	Agree
3.	Achieve coordination between the 1 st and 2 nd levels of educational programs in the school.	3.37	Agree
4.	Active participation in evaluation and selection of materials (book, journal etc.) about the programs.	3.31	Agree
5.	Visit classes to ensure the effective use of in-class instruction time.	3.56	Strongly Agree
6.	Encourage extracurricular social, cultural and educational activities.	3.45	Agree
7.	Ensure that students' come to class on time and prevent their interference with the class.	3.56	Strongly Agree
8.	Ensure that classes start and finish on time.	3.52	Strongly Agree
9.	Spend most of the time in the school by observing and participating in educational environments.	3.41	Agree
10.	Prevent the interruption of classes via announcements or calling students from classrooms.	3.53	Strongly Agree

Overall Mean	3.46	Agree
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Table 3 shown that the instructional leadership behaviors under the management of the educational program and instructional process are generally perceived as positively practiced. The overall mean score is 3.46, which falls under the "Agree" category, indicating that such behaviors are observed by the respondents. Items 5, 7, 8, and 10 achieved "Strongly Agree" received mean scores between 3.50 to 4.00, which implies that these practices are always observed within the school. Items 1, 2, 3, 4, 6, and 9 were rated as "Agree" and received mean scores between 2.50 to 3.49, meaning these behaviors are observed.

Table 4. Assessment of Instruction Process and Students

Item	Question	Mean	Description
1.	Speak with teachers to discuss students' level of success.	3.48	Agree
2.	Consult with teachers to determine strengths and weaknesses of the educational programs.	3.52	Strongly Agree
3.	Revise school programs according to exam results and make necessary amendments.	3.38	Agree
4.	Determine students needing special instruction and interest.	3.38	Agree
5.	Inform students about schools and students' level of success.	3.46	Agree
6.	Inform teachers with regard to the school's level of success written or orally.	3.45	Agree
7.	Reward students successful at class level or at school level.	3.42	Agree
8.	Explain teachers' important issues with regard to instruction after in-class observation.	3.51	Strongly Agree
9.	Revise student work when assessing in-class teaching.	3.33	Agree
10.	Be in direct contact with students to talk about problems in school.	3.29	Agree
Overall Mean		3.42	Agree

The data in Table 4 shown that instructional leadership behaviors related to the assessment of the instruction process and students are generally practiced within the school. The overall mean of 3.42 falls under the "Agree" category, suggesting that these behaviors are observed. Two items were rated as "Strongly Agree" indicating that the following behaviors are always observed. Item 2 consult with teachers to determine strengths and weaknesses of the educational programs has a mean rating of 3.52 and Item 8 explain teachers' important issues with regard to instruction after in-class observation has a mean rating of 3.51. The remaining items, Item 1, 3, 4, 5, 6, 7, 9, and 10 were rated as "Agree" received mean scores between 2.50 to 3.49, meaning the behaviors are observed.

Table 5. Supporting Teachers and their Professional Development

Item	Question	Mean	Description
1	Encourage teachers to exhibit a high level of performance.	3.81	Strongly agree
2	Compliment teachers for their outstanding efforts and success.	3.41	Agree
3	Compliment teachers in writing for their outstanding efforts.	3.37	Agree
4	Arrange in-service training events for teacher's professional development.	3.45	Agree
5	Inform teachers about opportunities to develop themselves professionally.	3.49	Agree
6	Support teachers who put in efforts to develop professionally (in-service training, graduate education etc.)	3.47	Agree
7	Copy the papers on education in newspapers and journals and distribute them to teachers.	3.21	Agree
8	Call speakers to give conferences to teachers.	3.32	Agree
9	Arrange meetings to share new knowledge and skills acquired in-service education.	3.46	Agree
10	Support teachers to use new knowledge and skills acquired during in-service education in class.	3.46	Agree
Overall Mean		3.44	Agree

It is shown in Table 5 that only Item 1 encourages teachers to exhibit a high level of performance reached “Strongly Agree” with a mean of 3.81, signifying that this behavior is always observed. The rest of the items still affirm ongoing support and professional growth initiatives. Items 2, 3, 4, 5, 6, 7, 8, 9, and 10 fall under the “Agree” category and receive mean scores between 2.50 to 3.49, indicating that these behaviors are observed. The overall mean of 3.44 falls within the “Agree” range, indicating that such leadership behaviors are observed in practice.

Table 6. Creating an Organized Teaching-Learning Environment and Atmosphere

Item	Question	Mean	Description
1	Encourage “team spirit” among administrators, teachers, students and other staff.	3.51	Strongly Agree
2	Support teachers to do their jobs better.	3.46	Agree
3	Ensure organization and discipline necessary for effective teaching and learning.	3.43	Agree
4	Instill the belief that all students can learn at school.	3.44	Agree
5	Create a school environment in which students and teachers can work with pleasure.	3.49	Agree
6	Encourage social activities that will ensure coalescence among teachers and students.	3.50	Strongly Agree
7	Support teachers with new ideas and different ideas about education.	3.46	Agree
8	Prevent harm to school because of conflicts between individuals and groups.	3.45	Agree
9	Prioritize educational activities when allocating time and sources.	3.48	Agree
10	Ensure family and environment support for student success.	3.49	Agree
Overall Mean		3.47	Agree

Table 6 shown that instructional leadership behaviors aimed at fostering a structured and supportive teaching-learning environment are generally observed, with an overall mean of 3.47, which falls in the “Agree” range. This indicates that school leaders regularly demonstrate these behaviors, promoting an environment conducive to learning and collaboration. Two items received “Strongly Agree” ratings, 3.51 for Item 1 encouraging “team spirit” among administrators, teachers, students, and other staff, and 3.50 for Item 6 encouraging social activities that will ensure coalescence among teachers and students, meaning these behaviors are always observed. The remaining items, Item 2, 3, 4, 5, 7, 8, 9, and 10 fall under the “Agree” category and received mean scores between 2.50-3.49, suggesting these behaviors are observed.

Table 7. Summary of the Level of School Principals’ Instructional Leadership Behavior

Sub-variable	Mean	Description
1. Determining and Sharing the Aims of The School	3.48	Agree
2. Management of Educational Program and Instructional Process	3.46	Agree
3. Assessment of Instruction Process and Students	3.42	Agree
4. Supporting Teachers and their Professional Development	3.44	Agree
5. Creating an Organized Teaching-Learning Environment and Atmosphere	3.47	Agree
Overall Mean	3.45	Agree

Shown in Table 7 is the summary of the results of the evaluation of the teachers on the level of school principals’ instructional leadership behavior with the sub-variables: determining and sharing the aims of the school, management of educational program and instructional process, assessment of instruction process and students, supporting teachers and their professional development, and creating an organized teaching-learning

environment and atmosphere. The overall result of the weighted mean is 3.45 which is described as “Agree”, this means that instructional leadership behavior is observed. In view of all that has been mentioned in the table, it simply shows that effective principals can positively impact. Principals foster a positive school environment that supports learning, encourages teacher collaboration and professional development, and manages resources and personnel to support school goals.

Table 8. Supportive and Appreciative Supervisors

Item	Question	Mean	Description
1.	My immediate supervisor praises good teaching.	3.42	Agree
2.	When I teach a good lesson, my immediate supervisor notices.	3.29	Agree
3.	I received recognition from my immediate supervisor.	3.24	Agree
4.	My immediate supervisor explains what is expected of me.	3.33	Agree
5.	My immediate supervisor treats everyone equitably.	3.32	Agree
6.	My immediate supervisor gives me assistance when I need help.	3.32	Agree
7..	My immediate supervisor does back me up.	3.23	Agree
8.	I receive too little recognition.	2.38	Disagree
9.	My immediate supervisor is willing to listen to suggestions.	3.28	Agree
10.	My immediate supervisor makes available the material I need to do my best.	3.21	Agree
11.	My immediate supervisor makes me feel uncomfortable.	2.23	Disagree
12.	My immediate supervisor offers suggestions to improve my teaching.	3.34	Agree
13.	I receive too many meaningless instructions from my immediate supervisor.	2.21	Disagree
14.	Everybody tells me that I am a good teacher.	3.01	Agree
15.	My immediate supervisor turns one teacher against another.	2.11	Disagree
16.	I receive full recognition for my successful teaching.	3.24	Agree
17.	I have the freedom to make my own decisions.	3.32	Agree
Overall Mean		3.03	Agree

It is presented in Table 8 that most items received ratings within the “Agree” range, reflecting a positive perception of supervisory practices with the mean scores between 2.50-3.49. Items 1, 2, 3, 4, 5, 6, 7, 9, 10, 12, 14, 16, and 17 indicate the teachers are satisfied with their job. But few items indicated disagreement, highlighting areas of concern or improvement. Items 8, 11, 13, and 15, which reflected "Disagree," with the mean scores between 1.50-2.49, suggesting some dissatisfaction with recognition, fairness, and communication. The overall mean score of 3.03 indicates that teachers agree that their immediate supervisors are supportive and appreciative.

Table 9. Collegiality and Workplace Relationships

Item	Question	Mean	Description
1.	I dislike the people with whom I work.	1.77	Disagree
2.	I get along well with my colleagues.	3.44	Agree
3.	I like the people with whom I work.	3.46	Agree
4.	My colleagues seem reasonable to me.	3.13	Agree
5.	My colleagues are highly critical of one another.	2.40	Disagree
6.	My colleagues stimulate me to do better work.	3.17	Agree
7.	I do not get cooperation from the people I work with.	1.89	Disagree
8.	I have made lasting friendships among my colleagues.	3.40	Agree
Overall Mean		2.83	Agree

Shown in Table 9 is the overall mean of 2.83 falls within the range of 2.50–3.49, which indicates that teachers agree that they are generally satisfied with collegiality and workplace relationships. This suggests a positive perception of their interactions with colleagues. Items 2, 3, 4, 6, and 8 were rated as “Agree” and received mean scores between 2.50-3.49, indicating that the teachers are satisfied with their job. Items 1, 5, and 7 teachers disagree with the statements, which mean scores between 1.50-2.49.

Table 10. Income and Job Security

Item	Question	Mean	Description
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1.	Teacher income is enough to live on.	2.79	Agree
2.	Insufficient income keeps me from living the way I want to live.	2.44	Disagree
3.	Teacher income is less than I deserve.	2.53	Agree
4.	I am well paid in proportion to my ability.	2.94	Agree
5.	Teaching provides me with financial security.	3.05	Agree
6.	Teacher income is adequate for normal expenses.	2.95	Agree
7.	Teach provides a secure future.	3.07	Agree
8.	I am afraid of losing my teaching job.	3.24	Agree
9.	Pay compares with similar jobs in other school districts.	2.79	Agree
Overall Mean		2.87	Agree

It is shown in Table 10 that in terms of income and job security, the overall mean of 2.87 falls within the 2.50–3.49 range, indicating that teachers agree they are satisfied with their income and job security. This suggests a generally favorable perception, though certain areas show room for improvement. While most items indicated agreement, only Item 2 was rated as “Disagree” and received a mean score of 2.44, indicating the teachers' dissatisfaction with their job.

Autonomy, Creativity at Work, and Student Relationship. Table 11 shows the level of autonomy, creativity at work, and student relationships. Table 11 shown that Items 2, 3, 4, and 6 had the highest agreement, reaching “Strongly Agree” received mean scores between 3.50-4.00, reflecting that the teachers are very satisfied with their job. Items 1, 9, 10, and 11 were rated as “Agree” and received mean scores between 2.50-3.49, indicating that the teachers are satisfied with their job. However, Items 5, 7, and 8 were rated as “Disagree” and received mean scores between 1.50-2.49. The overall mean of 3.12 falls within the 2.50–3.49 range, indicating that teachers agree they are satisfied with their autonomy, opportunities for creativity, and student relationships. This reflects a positive perception of their professional roles, engagement, and the teaching environment.

Table 11. Autonomy, Creativity at Work, and Student Relationship

Item	Question	Mean	Description
1.	Teaching is very interesting work.	3.45	Agree
2.	My students respect me as a teacher.	3.52	Strongly Agree
3.	Teaching provides me the opportunity to help my students learn.	3.62	Strongly Agree
4.	Teaching encourages me to be creative.	3.60	Strongly Agree
5.	Teaching does not provide me the chance to develop new methods.	2.04	Disagree
6.	I do have responsibility for my teaching.	3.55	Strongly Agree
7.	I am indifferent toward teaching.	2.25	Disagree
8.	Teaching discourages originality.	2.03	Disagree
9.	I get along well with my students.	3.32	Agree
10.	Teaching provides an opportunity to use a variety of skills.	3.56	Agree
11.	I try to be aware of the policies of my school	3.44	Agree
Overall Mean		3.12	Agree

Table 12. Working Conditions and School Culture

Item	Questions	Mean	Description
1.	The working conditions in my school are good.	3.41	Agree
2.	The physical surroundings in my school are pleasant.	3.32	Agree
3.	Working conditions in my school are comfortable.	3.28	Agree
4.	The administration in my school communicates its policies well.	3.27	Agree
5.	The administration in my school does not clearly define its policies.	2.30	Disagree
6.	Working conditions in my school can be improved.	3.29	Agree
7.	Working conditions in my school could be worse.	2.09	Disagree
8.	I never feel secure in my teaching job.	2.06	Disagree
Overall Mean		2.88	Agree

Table 12 presented that the overall mean of 2.88 falls within the 2.50-3.49, indicating that teachers agree and are satisfied with the working conditions and school culture. This suggests a generally positive perception of their professional environment, though a few items indicate potential for improvement. Items 1, 2, 3, 4, and 6 were rated as “Agree” and received mean scores between 2.50 and 3.49, indicating the teachers are satisfied with their job. Items 5, 7, and 8 were rated as “Disagree” and received mean scores between 1.50-2.49, indicating the teachers are dissatisfied with their job.

Table 13. Advancement and Professional Growth

Item	Question	MEAN	DESCRIPTIO N
1.	Teaching provides an opportunity for promotion.	3.46	Agree
2.	Teaching provides a good opportunity for advancement.	3.48	Agree
3.	I am getting ahead in my present teaching position.	3.19	Agree
4.	Teaching provides limited opportunities for advancement.	2.47	Disagree
5.	Teaching provides me with an opportunity to advance professionally.	3.39	Agree
6.	My interests are similar to those of my colleagues.	3.18	Agree
Overall Mean		3.19	Agree

It is shown in Table 13 that the overall mean of 3.19 falls within the 2.50–3.49 range, indicating that teachers agree they are satisfied with the opportunities for advancement and professional growth in their teaching careers. This reflects a generally positive outlook on career development within the profession. Most items indicated agreement, only Item 5 was rated as “Disagree” and received a mean score of 2.47, indicating that the teachers are dissatisfied with their job.

Table 14. Summary of the Level of Teachers' Job Satisfaction

Sub-variables	Mean	Descript ion
1. Supportive and Appreciative Supervisors	3.03	Agree
2. Collegiality and Workplace Relationships	2.83	Agree
3. Income and Job Security	2.87	Agree
4. Autonomy, Creativity at Work, and Student Relationship	3.12	Agree
5. Working Conditions and School Culture	2.88	Agree
6. Advancement and Professional Growth	3.19	Agree
Overall Mean	2.99	Agree

Shown in Table 14 is the summary of the results of the evaluation of the teachers on the level of teachers' job satisfaction with the sub-variables: supportive and appreciative supervisors, collegiality and workplace relationships, income and job security, autonomy, creativity at work, and student relationship, working conditions and school culture and advancement and professional growth. The overall result of the weighted mean is 2.99, which is described as “Agree”, meaning the teachers are satisfied with their job. In view of all that has been mentioned in the table, it simply shows that the teachers expressed satisfaction regarding these sub-variables. Teachers' job satisfaction significantly affects their work performance, student outcomes, and overall school success. Teachers who are satisfied with their jobs are more likely to collaborate with colleagues, engage in professional development, and share best practices.

Table 15. Significant correlation between School Principals' Instructional Leadership Behavior and Teachers' Job Satisfaction

Variables	p-value	Correlation coefficient	Remarks
School Principals' Instructional Leadership Behavior	0.000	0.4	Significant

Table 15 presents a statistically significant correlation between school principals' instructional leadership behavior and teachers' job satisfaction, with a p-value of 0.000. This indicated that the observed relationship was unlikely due to chance and suggested a real association between the two variables. The correlation coefficient of 0.4 further indicated a low positive correlation. This means that while a significant relationship exists between school principals' instructional leadership and teachers' job satisfaction, the relationship is not extremely strong. Other factors may also influence teachers' job satisfaction.

Level of School Principals' Instructional Leadership Behavior. Based on the evaluation of the teachers on the level of school principals' instructional leadership behavior with the sub-domains: determining and sharing the aims of the school, management of educational program and instructional process, assessment of instruction process and students, supporting teachers and their professional development, and creating an organized teaching-learning environment and atmosphere always observed were rated as strongly agree. The school principals observed consistent efforts in promoting, clarifying, and aligning the school's vision and goals, with several key behaviors observed to be always practiced; encourage everyone in the school to share the aims of the school, make use of students' success when developing the aims of the school, encourage teachers to work for the same aims, pioneers in putting the aims of the school into practice, and encourage everyone to have high expectations about students' success. School leadership is an assurance that the goals are in harmony with the shared community aspirations. As Bush (2020) maintained, there may be more alignment or less uncertainty regarding education priorities if the organization shares common values and well-defined goals. Similarly, Bemiller (2019) critically examined how collaborative needs assessments lead to more defined objectives and practical strategy directions. These confirmations buttress the participatory leadership approach because it attains a collective purpose and direction. There is a need to emphasize communication when disseminating school objectives. According to Ainscow (2020), the effectiveness of inclusive education depends on leaders' ability to express and communicate a shared vision clearly, which breaks barriers to equity. And at the same time, they also effectively support and manage instructional processes, particularly in visiting classes to ensure the effective use of in-class instruction time, ensure that students come to class on time, prevent their interference with the class, and ensure that classes start and finish on time. Most behaviors are observed, while some are constantly observed, signifying strong leadership practices in instructional supervision and management. According to Rajagopalan (2019), systematic organization of teaching tools and strategies ensures effective matching of program objectives with students' needs, thus leading to enhanced learning. Morrison et al. (2019) argued that continuous framework evaluation can sustain good instructional quality. Similarly, Sefcik et al. (2020) mapped programs on academic integrity and proved how structured planning and execution maintain the programs' sustenance and effectiveness.

It was also revealed that the school principals were actively involved in assessing instructional effectiveness and student performance, with strong teacher collaboration and feedback practices. While all items show positive levels of implementation, two behaviors stand out as always observed: consult with teachers to determine strengths and weaknesses of the educational programs; and explain teachers' essential issues with regard to instruction after in-class observation. Dejene (2019) discussed modularized curricula where active learning with continuous assessment enhances instructional effectiveness, even under conditions of limited resources. Such studies highlight the necessity of adaptive assessment frameworks to dynamic environments. Finally, curriculum, instruction, and assessment need alignment to create educational meaning. Shen et al. (2020) reviewed interdisciplinary STEM education and described the urgency in making instructional practice consistent with assessment strategy. Moss and Brookhart (2019) argued that the formative assessment cultivates student self-regulation, encouraging assessment strategies that promote learner control. Furthermore, the data suggests that while most instructional leadership behaviors related to professional development are observed, only encouraging teachers to exhibit high performance levels is always observed. This demonstrates a supportive environment for teacher growth, with strong attention to motivation and regular opportunities for professional improvement. In this regard, teacher professional development programs have to cater to the varied needs of educators. Romijn et al. (2021) emphasized that intercultural competence training, as an indispensable aspect of professional development, can help pre-service and in-service teachers in multicultural educational settings. Steinert et al. (2019) conclude that professional identities among teachers are enhanced because of focused faculty development initiatives, resulting in more job satisfaction and retention. Hence, there is a need for professional development that is not taken for granted, but contextually relevant. Admiraal et al. (2021) described schools as professional learning communities that base professional development and growth on cooperation and

opportunities to continue learning. Such models illustrate how collaborative and technological methods improve teachers' capabilities.

Also, the school principals effectively create a well-organized, disciplined, and collaborative school environment. While most behaviors are observed, there are behaviors described as always observed, such as encouraging “team spirit” among administrators, teachers, students, and other staff, and encouraging social activities that will ensure coalescence among teachers and students. The positive impact of the organized and supportive learning-teaching environment on students' educational outcomes and involvement is agreed upon. Dwiningrum and Wahab (2020) believed that democratic atmospheres in classrooms promote inclusiveness and mutual respect, which minimizes bullying and encourages collaborative learning. Likewise, Kozlovska and Gluboka (2019) explored individualized approaches to learning and pointed out that goodwill and understanding atmosphere enables teachers to differ in meeting the needs of different students. Professional development and teacher efficacy are critical for maintaining well-ordered classroom environments. Liu and Chang (2024) explored how shared professional knowledge through collaboration enriches the quality of teaching atmospheres by advocating the ongoing improvement through the exchange of best practices.

Level of Teacher's Job Satisfaction. Based on the results, the level of teachers' job satisfaction with the sub-domains: supportive and appreciative supervisors, collegiality and workplace relationships, income and job security, autonomy, creativity at work, student relationships, working conditions and school culture, advancement and professional growth. The overall result of the teacher's job satisfaction was described as agree, indicating that the teachers are satisfied with their job. The teachers agree that their supervisors are generally supportive and appreciative, though attention to individual feedback and interpersonal dynamics may further enhance their professional experience. Professional relationships are important in retaining job satisfaction, especially those with teacher collaboration and administrative support. Nordin et al. (2020) established that teachers' job satisfactions were positively affected by democratic styles of school heads' leadership since open communication flow and shared decision-making fostered feelings of empowerment and professional respect. Similarly, Baluyos et al. (2019) argue that leadership is conducive to a school climate and directly affects teachers' morale and performance. The authors state that teachers' satisfaction is dually affected by the social context of schools. Kasalak and Dagyar (2020) found that cooperative work settings, where teachers often participate in problem-solving, create higher job satisfaction and decreased levels of burnout. In terms of collegiality and workplace relationships, the results indicate a collegial and supportive atmosphere among teachers, with general satisfaction in workplace relationships. Sharing triumphs facilitates the sharing of setbacks, benefiting both parties and fostering camaraderie among coworkers (Hoerr, 2005). Ipsen et al. (2022) tested effective communicative supervisory support and genuine appreciation expressions by crisis supervisors; these were very useful in stress reduction and production maintenance in staff at work. Similarly, Zhao and Jeon (2024) showed how people-friendly work climates characterized by collegiality and balanced recognition systems did much more to further resilience and well-being when placed under pressure.

At the same time, teachers are generally satisfied with their income and security, although there are underlying concerns about fairness in compensation and job stability. Olobia (2023) underlined that job security can provide financial security, which is the foundation for building a committed and motivated teaching force. Similarly, Mackenzie and Nwafor (2019) found that both job security and adequate income directly influence teachers' commitment and performance, thus highlighting the intertwined significance of economic stability and workplace assurance. Thus, this subtle relationship between economic status and job satisfaction has been extensively studied. According to Das (2019), higher income levels among educators are heavily linked to increased job satisfaction due to lifting personal and professional burdens through monetary assets. Furthermore, the results show that the teachers feel positively about their freedom, responsibility, and student relationships, all contributing to job satisfaction and professional fulfillment. According to Crisci et al. (2019), whose research suggests that instructional planning freedom supports teacher development, entailing greater investment in their job, which translates to job satisfaction. According to Brezicha and Park (2020), teachers with balanced workloads and some degree of professional freedom tend to have higher satisfaction. This is aligned with Crisci et al. (2019), who argued that teachers may become more attached to their work and increase their job satisfaction because of their ability to plan their teaching. These findings underscore teachers' need for more authority over their instructional practices, which will generally improve their job performance.

The responses indicate that teachers are generally satisfied with their working conditions and school culture, appreciating the current environment while recognizing room for improvement in some areas. This balance of

contentment and constructive outlook may contribute positively to overall morale and performance. School climate is important for shaping teachers' feelings about their jobs. A supportive school climate with respect, cooperation, and leadership encourages teachers and their respective involvement in their jobs. As Singh and Sharma (2021) assert, if school leaders deliberately create a more encouraging and inclusive atmosphere, teachers are more likely to report higher job satisfaction. Similarly, a negative school climate where teachers are isolated or undervalued leads to dissatisfaction and may increase turnover (Nguyen & Wagle, 2023). This suggests that principal styles that emphasize enhancing school climate can reduce teacher stress or job dissatisfaction. He and Xu (2022) found that instructional leaders with high robustness foster a culture of collaboration and continuous improvement, resulting in higher levels of teacher job satisfaction. And lastly, teachers express satisfaction with the advancement and professional growth opportunities available in their teaching roles. They recognize that the profession supports promotion, personal progress, and a shared sense of purpose with peers, all of which contribute positively to career satisfaction. Lopez and Medina (2021) reported that professionals on professional growth would have a considerable feeling of accomplishment that impacts job satisfaction. More so, motivated teachers who want to set professional development goals and have support from the school leaders are likely to have higher motivational levels because they feel that their career aspirations are recognized and supported (Gupta & Kumar, 2020). A similar study, for instance, by Patel and Shah (2023), revealed that professional development boosts teacher self-esteem, and that increases teacher satisfaction and performance levels.

Correlation between the level of school principals' instructional leadership behavior and teachers' job satisfaction. Using Pearson r , the study revealed a statistically significant correlation between school principals' instructional leadership behavior and teachers' job satisfaction, with a p -value of 0.000. This indicated that the observed relationship was unlikely due to chance and suggested a real association between the two variables. The correlation coefficient of 0.4 further indicated a low positive correlation. This means that while a significant relationship exists between school principals' instructional leadership and teachers' job satisfaction, the relationship is not extremely strong. Other factors may also influence teachers' job satisfaction. Based on the results the teachers are practical and efficient due to their professionalism, passion for teaching and commitment to students, contributing to their job satisfaction. Whether the principals exhibit strong instructional leadership behaviors, the teachers are unaffected. However, in this result, both the principals and the teachers are performing well. The study found no significant relationship between the two, indicating that teachers' commitment and effectiveness are inherent to their professionalism rather than relying on principal leadership.

Conclusion and Recommendations

The study showed that school principals were consistently practicing strong instructional leadership, as reflected in the "strongly agreed" responses from participants. This means that their leadership behaviors were regularly observed and appreciated. On the other hand, teachers generally felt satisfied with their jobs, indicating a positive working environment. However, even though both groups scored well in their respective areas, the study found no significant link between the principals' leadership practices and the teachers' job satisfaction. This suggests that while principals are doing their part and teachers are content in their roles, one doesn't necessarily influence the other directly within this setting.

Given these insights, several practical steps can be taken to continue building a supportive and empowering school culture. Students can be more involved in their learning by giving feedback, celebrating successes, and supporting one another. Teachers, in turn, should be given more opportunities for professional growth, collaboration, and open dialogue with school leaders. Principals are encouraged to recognize and celebrate their teachers' efforts while offering relevant development programs. The Department of Education can support this by providing comprehensive training for principals and allowing schools the flexibility to make decisions that suit their needs. Parents and community members also have a vital role to play by staying engaged, advocating for quality education, and holding schools to high standards. Finally, further research is encouraged to explore how leadership practices can better support school communities and to develop practical tools that help make strong leadership more impactful.

Conflict of Interest

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