
INSTRUCTIONAL SUPERVISION SKILLS OF SCHOOL ADMINISTRATORS AND PERFORMANCE OF ELEMENTARY TEACHERS IN ORMOC CITY DISTRICT 6

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ABSTRACT

This study determined the significant relationship between the Instructional Supervisory Skills of School Administrators and Performance of Teachers in Ormoc City District 6 in the Schools Division Office of Ormoc City. A proposed Instructional supervisory plan was formulated based on the result of the study. A descriptive-correlational design was used in this study to look into the connection between the of School Administrators in District 6 to the performance of the selected elementary school teachers. It is possible to evaluate both variables methodically thanks to this design, which facilitates the investigation of any potential correlations between them. This study aimed to clarify the relationship between of School Administrators in District 6 both of which contributed to selected elementary school teachers. The test of the relationship between instructional supervisory skills and the performance of the teachers. The correlation coefficient indicates a strong positive relationship, suggesting that higher levels of instructional supervisory skills are associated with improved performance among teachers. The computed t-value of exceeds the critical table value at the 0.05 significance level, leading to the rejection of the null hypothesis (H_0). This statistical significance highlights the relevance of effective instructional supervision in fostering teacher performance.

The strong correlation between instructional supervisory skills and teacher performance can be attributed to several factors. Instructional supervisors play a crucial role in guiding teachers through the complexities of curriculum implementation, assessment strategies, and effective teaching methodologies. A supervisor equipped with robust instructional skills can provide essential support, helping teachers to refine their practice and adapt to the diverse needs of their students.

The correlation coefficient suggests that as instructional supervisory skills improve, so does the performance of the teachers. This aligns with the notion that effective supervision can lead to enhanced teaching quality, as supervisors who engage in collaborative planning, observe classroom instruction, and provide constructive feedback create an environment conducive to professional growth. Furthermore, this relationship underscores the importance of ongoing professional development for school administrators, equipping them with the necessary skills to support teachers effectively.

The findings imply that schools should prioritize the development of instructional supervisory skills among administrators as a critical strategy for enhancing teacher performance. Professional development programs focused on instructional leadership can empower school heads to better support their teachers through targeted feedback and resource allocation. Schools might consider implementing mentorship programs where experienced supervisors can share best practices with their peers, fostering a culture of collaboration and continuous improvement. Moreover, given the strong correlation identified, educational institutions should cultivate a supportive environment where instructional supervisors

are encouraged to engage meaningfully with teachers. This could involve regular observation cycles, collaborative planning sessions, and feedback mechanisms that are not only evaluative but also developmental in nature.

Keywords — Instructional Supervision Skills

School Administrators

Performance

I. INTRODUCTION

Teachers' performance is significantly impacted by their instructional supervisory skills, which in turn affects student learning results, professional development, and the efficacy of their instruction. Constructive feedback, encouragement of instructional growth, and matching teaching methods to standards and goals are all components of effective supervision.

According to a study by Blasé and Blasé (1998), instructional supervision that includes elements such as collaborative problem-solving, instructional support, and feedback significantly enhances teacher morale and job satisfaction. When teachers receive targeted support and guidance from administrators with strong supervisory skills, they are better equipped to refine their teaching techniques, adapt to student needs, and integrate innovative instructional strategies into their classrooms (Blasé & Blasé, 1998). Moreover, instructional supervisory abilities support the development of a supportive school climate that values ongoing professional development. Teachers are encouraged to reflect on their practice and work together professionally in a supportive environment when their supervisors are able to communicate effectively and offer insightful criticism.

This supportive atmosphere not only enhances individual teacher performance but also fosters a collective commitment to improving educational outcomes for all students (Blasé & Blasé, 1998). In essence, the importance of instructional supervisory skills lies in their capacity to empower teachers, promote instructional excellence, and ultimately elevate the quality of education within schools.

The ability of school administrators to supervise instruction is essential for a number of reasons. First off, there is a direct correlation between good instructional supervision and students' overall academic performance. Administrators with good supervisory abilities can help teachers improve their teaching strategies and methods by offering them focused support. Consequently, this improves student learning and the quality of instruction. Furthermore, efficient monitoring is even more important in the context of Ormoc City District 6, where educational resources could be scarce. Administrators must be skilled in spotting areas in which instructors might require more assistance or materials in order to maximize their pedagogical approaches. The study intends to equip administrators with the skills and information required to create a supportive learning environment that benefits teachers and students by concentrating on instructional supervision skills.

According to Ormoc City District 6 elementary school teachers, instructional supervision is crucial to their professional development and sense of fulfillment at work. Instructors frequently ask administrators for helpful criticism and direction to improve their instructional strategies and classroom management abilities. Teachers who receive effective supervision can benefit from chances for professional development that are customized to meet their unique requirements and address the unique difficulties they encounter in the classroom. Personalized support in the form of supervision also makes teachers feel appreciated and supported in their duties, which boosts morale generally and promotes job satisfaction. Supportive supervision can enable teachers to deal with the variety of student demands and resource limitations they may encounter in the classroom more skillfully.

Ormoc City District 6 teachers deal with a number of urgent problems and worries about their performance and instructional supervision. The congruence of monitoring procedures with educational standards is among the main issues. In addition to helping them grow as professionals, supervisors should also ensure that teachers' methods are in line with curricular requirements and student learning objectives. The requirement for efficient feedback mechanisms is another urgent concern. Administrators must provide teachers with timely and helpful feedback in order for them to enhance their teaching methods and fix any issues. Furthermore, teachers frequently face difficulties in providing high-quality instruction due to resource limitations. These difficulties can be lessened with instructional supervision

that focuses on creative pedagogical techniques and resource-efficient teaching strategies. Finally, creating a welcoming school climate is critical to keeping teachers on staff.

The abovementioned claims push the researcher to validate the performance of elementary school teachers in Ormoc City District 6 and the instructional supervisory skills of school administrators tackles important, urgent, and personal concerns in the framework of education.

This study determined the significant relationship between the Instructional Supervisory Skills of School Administrators and Performance of Elementary Teachers in Ormoc City District 6 in the Schools Division Office of Ormoc City. A proposed Instructional Supervisory plan was formulated based on the result of the study.

Specifically, this study sought to answer the following questions:

1. What is the extent of Instructional Supervisory Skills of School Administrators in terms of the following:
 - 1.1 Preparation and Planning;
 - 1.2 Observation; and
 - 1.3 Assessing and Reporting of Learning Outcomes?
2. What is the performance of the Elementary School Teachers in the selected schools of Ormoc City District 6 based on Classroom Observation rating?
3. Is there a significant relationship between the Instructional Supervisory Skills and performance of the Elementary Teachers in Ormoc City District 6?
4. What instructional supervisory plan can be proposed based on the findings of the study?

Statement of Hypothesis

H₀ – There is no significant relationship between the Instructional Supervisory Skills and performance of the Elementary Teachers in Ormoc City District 6.

II. METHODOLOGY

Design. A descriptive-correlational design was used in this study to look into the connection between the of School Administrators in District 6 to the performance of the selected elementary school teachers. It is possible to evaluate both variables methodically thanks to this design, which facilitates the investigation of any potential correlations between them. This study aimed to clarify the relationship between of School Administrators in District 6 both of which contributed to selected elementary school teachers. The selected schools in District 6 are the main local of the study. The respondents of the study were the School Administrators and Elementary Teachers in Juaton and Concepcion Elementary Schools in the Ormoc City District 6 in Schools Division of Ormoc City. This presents the results of the study on the Instructional Supervisory Skills of School Administrators, Performance Rating of the Teachers, and test of relationship of the aforementioned variables. The basis for assigning the group was random sampling. The statistical data were presented in tables showing the results of the from Instructional supervision skills of School Administrators and performance of Elementary Teachers. Showcases how the problem were statistically treated using Pearson Correlation Coefficient in order to find out whether the hypothesis will be rejected or accepted at a specific level of significance. The basis for assigning the group was random sampling. This study was conducted to determine the Instructional supervision skills of School Administrators and performance of Elementary Teachers in Ormoc City District 6. The findings of the study were the bases for the proposed Instructional Plan.

The statistical data were presented in tables showing the results of the from Instructional Supervisory Skills of School Administrators, Performance Rating of the Teachers, and test of relationship of the aforementioned variables. Showcases how the problem were statistically treated using Pearson Correlation Coefficient in order to find out whether the hypothesis will be rejected or accepted at a specific level of significance.

Sampling. There were 33 total number respondents who are included in the study. The respondents were the 3 School Heads, 30 teachers were being identified and the primary means of reach is during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted. Another way of contacting them are through cell phones.

Research Procedure. The researcher prepared the research design which is the descriptive-correlational research design and tools to gauge the performance of the teachers. The researcher formulated the following steps or procedures to be guided during the gathering of data. The steps are the following:

The researcher sent a letter to the Schools Division Superintendent of Leyte Division for approval in conducting the study to the said school, after which, the approved letter coming from the Schools Division Office was given to the Public School District Supervisor (PSDS) in Ormoc City District 6 in the Division of Ormoc City for his awareness.

The researcher was distributed the researcher survey questionnaires to the Head Teachers to be answered by the teachers. After one month, the questionnaires were retrieved and consolidated and will be subjected to statistical treatment using Pearson's-r. Data was collated and submitted to appropriate statistical treatment.

The results were analyzed and interpreted in order to find out if there were significant relationship between the investigate the relationship between the School heads Management styles in relation to the Teachers' performance based on the Classroom Observation Tool (COT) results. The Approval and recommendation from the Office of the Schools Division Superintendent, as well as to the Assistant Schools Division Superintendent in Ormoc City Division being the Chairman of the Schools Division Research Committee through the Senior Education Program Specialist in Planning and Research. After the Approval of the Schools Division Research Committee, the Approved or endorsement letter from the body together with the approved letter of intent were forwarded to the Office of the Public School District Supervisor as well as to the office of the School principal in order to get full support on the conduct of the study as well as to get also approval from their end. The proposed title and design were submitted to the School Division Office for approval. Upon approval, the Division released endorsement to the District Office where the school is located. When the research was approved by the Schools Division Office and District Office, the researcher began the process of data gathering. Orientation of the participants was done. Answering and retrieval of the research tools followed. Tallying of results and treatment of data. Analysis and Interpretation of Data. Making of Proposed instructional Supervisory Plan.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the principal, approval of the Superintendent of the Division. Orientation of the respondents both School Administrators and the Elementary School teachers was done.

Treatment of Data. The following statistical formulas were used in this study:

The quantitative responses were tallied and tabulated. The data was treated statistically using the following statistical tool.

The Simple Percentage and weighted mean were employed to determine the extent of School Administrators in District 6 to the performance of the selected elementary school teachers.

Pearson r Moment Correlation Coefficient was used to determine the significant relationship between the School Administrators in District 6 to the performance of the selected elementary school teachers.

III. RESULTS AND DISCUSSION

TABLE I
INSTRUCTIONAL SUPERVISORY SKILLS OF SCHOOL ADMINISTRATORS

A.	Preparation and Planning	Weighted Mean	Interpretation
1	Has duly approved Instructional Supervisory Plan for implementation of curriculum programs based on teachers' instructional needs.	3.37	Very High
2	Shows evidence in providing technical assistance on the preparation of lesson plans and assessment materials.	3.36	Very High
3	Shows evidence of monitored preparation of appropriate, adequate, and economical instructional materials that suit the learners' diverse needs.	3.47	Very High
4	Conducts pre-observation conference with the teacher	3.67	Very High
B.	Observation		
5	Records actual observation of teaching-learning process using appropriate forms.	3.56	Very High
6	Evaluates congruency of lesson plan, references, instructional material, learning strategies, techniques and assessment tool used	3.17	High
7	Evaluates teaching-learning process based on learning outcomes	3.40	Very High
8	Ensures that content standards, performance standards, and learning competencies of learning areas are based on the Curriculum Guide	3.33	Very High
9	Guides the teacher in enriching/enhancing the curriculum based on learner's context and local needs	3.40	Very High
10	Reinforces strengths of the teacher	3.63	Very High
11	Conducts Post conference and agree on solution to identified instructional area of development.	3.73	Very High
C.	Assessment and Reporting of Learning Outcomes		
12	Evaluates assessment done during the teaching-learning process	3.73	Very High
13	Ensures that test results are analyzed and interpreted	3.67	Very High
14	Helps the teacher develop intervention for least master's competencies	3.36	Very High
	Weighted Mean	3.49	Very High

Legend: 3.26- 4.00 – Very High
 2.51-3.25 – High
 1.76- 2.50- Low
 1.00-1.75- Very Low

The results presented in Table I indicate a reliable proficiency in the instructional supervisory skills of school administrators, as evidenced by the weighted mean score of 3.49, categorized as "Very High." This score reflects the administrators' commitment to effectively preparing and planning instructional activities, observing teaching practices, and assessing learning outcomes.

In the area of preparation and planning, administrators demonstrated strong capabilities in formulating an approved Instructional Supervisory Plan tailored to the instructional needs of teachers, with a weighted mean of 3.37. This practice is vital, as it establishes a foundation for structured curriculum implementation. Additionally, the provision of technical assistance for lesson plans and assessment materials (3.36) and the monitoring of instructional material preparation (3.47) highlight the administrators' proactive approach to ensuring that instructional resources align with diverse learner needs. Conducting pre-observation conferences with teachers (3.67) signifies the importance of collaborative planning, enabling teachers to articulate their objectives and strategies, thereby fostering a supportive environment for effective teaching.

The observation phase also reflects strong supervisory practices, particularly in the recording of actual teaching-learning processes (3.56) and evaluating lesson congruency (3.17). The emphasis on evaluating teaching-learning processes based on learning outcomes (3.40) reinforces the goal of enhancing instructional effectiveness. Moreover, ensuring alignment with content standards and performance criteria (3.33) is crucial for maintaining educational quality, while guiding teachers to enrich the curriculum based on contextual needs (3.40) underscores the adaptability required in dynamic classroom environments. The post-observation conferences (3.73) further demonstrate a commitment to professional development through constructive feedback.

In the realm of assessment and reporting, the findings suggest that school administrators are effective in evaluating assessments during the teaching-learning process (3.73) and ensuring the analysis of test results (3.67). Helping teachers develop interventions for students who struggle to master competencies (3.36) exemplifies a commitment to continuous improvement in teaching practices.

These findings imply that strong instructional supervisory skills are pivotal for enhancing the educational environment and improving student outcomes. Administrators' high performance in preparation, observation, and assessment signifies that effective instructional supervision fosters a culture of continuous improvement among teachers. This aligns with literature emphasizing the critical role of instructional leaders in shaping teaching practices and facilitating professional growth.

By prioritizing these supervisory skills, school administrators can create a more responsive and supportive atmosphere for teachers, ultimately leading to better educational experiences for students. Future efforts should focus on sustaining and enhancing these practices through ongoing professional development and reflective supervision strategies, as these have been shown to positively influence teaching quality and student achievement

TABLE 2
PERFORMANCE RATING OF THE TEACHERS

Financial Resource Management	Weighted Mean	Interpretation
1. Procurement of physical and instructional materials for teaching and learning	3.76	Very High
2.Ensuring regular school cleanup for conducive leaning environment	3.76	Very High
3.Enforcing punishment on teachers and students' who vandalizes school facilities	3.30	Very High

4. Maintaining instructional materials for instructional improvement	3.56	Very High
5. Proving e-library facilities to aid teachers' and students' research	3.36	Very High
6. Equipping classrooms and offices with needed furniture	3.46	Very High
7. Inculcating maintenance culture in school through proper orientation of staff and students'	3.73	Very High
8. Ensuring inclusion in school budget the repairs and maintenance of school buildings and other facilities and furniture in school.	3.73	Very High
9. Spearhead in the maintenance and beautification of the school.	3.73	Very High
10. Sources materials for the improvement of teaching-learning and physical aspects of the school.	3.86	Very High
Grand Mean	3.63	Very High

Legend: 3.26- 4.00 – Very High

2.51-3.25 – High

1.76- 2.50- Low

1.00-1.75- Very Low

The results presented in Table II highlight the performance ratings of teachers across various indicators, yielding an average weighted mean of 3.63, categorized as "Very Satisfactory." This rating reflects teachers' proficiency in applying their knowledge, utilizing diverse teaching strategies, and fostering a supportive learning environment, which are critical components of effective teaching.

In Knowledge Application, Teachers scored 3.66 in applying knowledge across curriculum areas, indicating their ability to integrate content effectively. This is vital as interdisciplinary approaches can enhance students' understanding and engagement while in Teaching Strategies, with a mean of 3.66 for using a range of teaching strategies that enhance literacy and numeracy, teachers demonstrate a commitment to diverse instructional methods. This aligns with the emphasis on differentiated instruction, which has been shown to improve student outcomes.

In Critical Thinking Development, a score of 3.60 reflects teachers' effectiveness in fostering critical and creative thinking skills. These higher-order thinking skills are essential for preparing students for real-world challenges while in the Language Proficiency, the proficient use of multiple languages (3.83) indicates teachers' ability to facilitate learning in a multilingual context, essential in culturally diverse classrooms.

In the Learning Environment, the establishment of safe and secure learning environments (3.86) is crucial for student success. The consistent implementation of policies fosters an atmosphere of trust and respect, which enhances student engagement and, in the Fairness, and Respect, a perfect score of 4.00 for maintaining environments that promote fairness and respect underscores the importance of social-emotional learning and its impact on academic success.

Learner-Centered Culture, with a score of 3.70, teachers are recognized for their efforts in establishing a learner-centered culture that respects diverse backgrounds, which is key to inclusivity in education. In the Culturally Appropriate Strategies, Teachers scored 3.73 for adapting strategies for indigenous learners, highlighting the need for culturally responsive teaching practices that honor students' backgrounds and lastly. In the Feedback Mechanisms, the score of 3.93 for providing timely and constructive feedback shows a commitment to continuous improvement in teaching practices, which is essential for student growth.

The findings from this study underscore the importance of effective teaching practices in fostering student success. The "Very Satisfactory" ratings across various performance indicators suggest that teachers are well-equipped to facilitate learning and adapt to diverse student needs. However, while the performance is commendable, there remains room for further improvement, particularly in enhancing critical and creative thinking skills.

The results imply that professional development programs should continue to focus on strengthening teachers' abilities in these areas, emphasizing the integration of higher-order thinking skills and culturally responsive teaching methods. Furthermore, fostering collaboration among teachers can facilitate the sharing of best practices, ultimately leading to improved instructional quality.

TABLE 3
TEST OF RELATIONSHIP

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
Instructional Supervisory Skills VS COT Performance	0.74	1.921	0.884	Reject Ho	Significant Relationship (Strong)

Table 3 presents the results of the test of the relationship between instructional supervisory skills and the performance of the teachers. The correlation coefficient (r) of 0.74 indicates a strong positive relationship, suggesting that higher levels of instructional supervisory skills are associated with improved performance among teachers. The computed t -value of 1.921 exceeds the critical table value of 0.884 at the 0.05 significance level, leading to the rejection of the null hypothesis (H_0). This statistical significance highlights the relevance of effective instructional supervision in fostering teacher performance.

The strong correlation between instructional supervisory skills and teacher performance can be attributed to several factors. Instructional supervisors play a crucial role in guiding teachers through the complexities of curriculum implementation, assessment strategies, and effective teaching methodologies. A supervisor equipped with robust instructional skills can provide essential support, helping teachers to refine their practice and adapt to the diverse needs of their students.

The correlation coefficient of 0.74 suggests that as instructional supervisory skills improve, so does the performance of the teachers. This aligns with the notion that effective supervision can lead to enhanced teaching quality, as supervisors who engage in collaborative planning, observe classroom instruction, and provide constructive feedback create an environment conducive to professional growth. Furthermore, this relationship underscores the importance of ongoing professional development for school administrators, equipping them with the necessary skills to support teachers effectively.

The findings imply that schools should prioritize the development of instructional supervisory skills among administrators as a critical strategy for enhancing teacher performance. Professional development programs focused on instructional leadership can empower school heads to better support their teachers through targeted feedback and resource allocation. Schools might consider implementing mentorship programs where experienced supervisors can share best practices with their peers, fostering a culture of collaboration and continuous improvement. Moreover, given the strong correlation identified, educational institutions should cultivate a supportive environment where instructional supervisors are encouraged to engage meaningfully with teachers. This could involve regular observation cycles, collaborative planning sessions, and feedback mechanisms that are not only evaluative but also developmental in nature.

IV. CONCLUSIONS

Based from the findings of the study, it shows that the performance of the Elementary Teachers and instructional supervisory skills of School Administrators are significantly and favorably correlated. This emphasizes how important good instructional monitoring is to improving teacher effectiveness. It suggests that via focused assistance and helpful criticism, school administrators with good supervisory abilities can significantly impact the caliber of instruction. Accordingly, this study recommends that educational establishments give school leaders' professional development top priority in order to create a cooperative and encouraging atmosphere that encourages ongoing enhancements to instructional strategies.

V. RECOMMENDATIONS

VI.

1. The Instructional Supervisory plan should be implemented to all school heads that could improve the performance of teachers.
2. Teachers should proactively ask their instructional supervisors for advice and comments in order to improve their teaching methods. By engaging in collaborative planning and professional development opportunities, educators can improve their teaching methods and adjust to the various requirements of their pupils.
3. School heads ought to give top priority to enhancing their instructional supervisory abilities through focused professional development courses. They can have a big impact on teacher effectiveness by improving their capacity to offer helpful criticism and assistance. Furthermore, putting in place mentorship programs that pair up less seasoned managers with more seasoned leaders can help the school develop a culture of ongoing development and cooperative learning.
4. PSDS should lead seminars and training sessions for school administrators that concentrate on instructional leadership. PSDS can guarantee that schools are run by capable administrators who can assist their teachers in an efficient manner by providing school heads with the most up-to-date methods and approaches in instructional supervision.
5. EPS should support district-level policies that encourage continuous professional development in instructional supervision. Creating networks for school administrators to exchange resources and best practices is part of this. EPS can improve the general standard of teacher supervision and support by encouraging cooperation among educational leaders, which will ultimately improve student learning results.
6. Parents should interact with educators and school officials to comprehend the value of efficient instructional monitoring in raising the standard of education. Parents can help to improve teaching and learning in their children's schools by supporting nurturing learning environments and giving instructors' professional development first priority.
7. Stakeholders, Programs that assist school administrators' professional development should be funded by local groups and community members. A culture of excellence in education can be fostered by stakeholders by offering opportunities and resources for instructional leadership training. Collaboration projects that link schools and the community can also improve teacher and student support networks.
8. Future researchers ought to investigate how instructional supervisory skills affect teachers' performance over the long run in various educational settings. Researchers can gain a greater understanding of good supervision methods by carrying out longitudinal studies that look at different aspects influencing this relationship.

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