
INSTRUCTIONAL SUPERVISORY SKILLS OF SCHOOL HEADS IN RELATION TO THE PERFORMANCE OF TEACHERS IN THE SNED IMPLEMENTING SCHOOLS OF DISTRICT VI

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ABSTRACT

This study determined the significant relationship between the Instructional Supervisory Skills of School Heads and Classroom Observation Performance of Elementary School Teachers in the schools implementing Special Needs Education in Ormoc City District 6, Schools Division of Ormoc City. A proposed Instructional Supervisory plan was formulated based on the result of the study. In order to collect data using a descriptive-correlational research design in an efficient manner, it is imperative that every aspect of the study approached methodically in order to guarantee precise variable measurement and the creation of trustworthy associations. Researchers used a well-structured questionnaire or survey to evaluate the instructional supervisory skills of school administrators. The significant relationship between instructional supervisory skills and the performance of teachers as measured by the Classroom Observation Tool (COT). The computed correlation coefficient suggests a strong positive relationship, indicating that as the instructional supervisory skills of school administrators increase, so too does the performance of teachers. This finding underscores the critical role that effective instructional leadership plays in enhancing educational outcomes within schools. The decision to reject the null hypothesis (H_0) in favor of the alternative hypothesis implies that the relationship between the two variables is not only statistically significant but also practically relevant. This significant relationship reinforces the idea that school administrators who possess strong instructional supervisory skills can positively influence teaching effectiveness. By providing guidance, support, and feedback, administrators help create an environment that fosters teacher development and, consequently, improves student learning outcomes. Based from the results of the study, it becomes clear that school leadership must prioritize the development of instructional supervisory skills. Administrators who engage in effective planning, observation, and assessment practices can better support teachers in their professional growth. Moreover, the correlation found in this study emphasizes the importance of collaboration between teachers and administrators. A strong instructional leadership model encourages regular communication and feedback, allowing teachers to refine their practices in response to constructive observations. This aligns with contemporary educational frameworks that advocate for a collaborative approach to professional development, where both teachers and administrators engage in continuous improvement efforts. In summary, the significant relationship between instructional supervisory skills and teacher performance highlighted in this study suggests that effective school leadership is vital for fostering an environment of academic excellence. By prioritizing the development of instructional supervisory skills, school administrators can significantly impact teaching quality and student success.

Keywords — Instructional Supervision Skills Performance School Heads Teachers SNED

I. INTRODUCTION

The effectiveness of teachers as a whole and the academic results of students receiving special education (SNE) depend heavily on their instructional supervision abilities. In order to be an effective supervisor, one must mentor teachers in their instructional strategies, offer constructive criticism, and create an atmosphere that supports ongoing professional development. Strong supervision techniques have been linked to increased teaching efficacy, which in turn improves student learning outcomes, according to research.. For instance, a study by Leithwood et al. (2016) found that principal leadership and supervisory practices significantly influence teacher performance and student achievement. This research underscores that when supervisors engage in active mentoring and support, teachers are better equipped to implement effective teaching strategies, which benefits all students, including those with special needs.

The growth of educational practice depends on the emphasis on instructional supervisory skills and the efficacy of educational programs. Good supervision has a direct impact on how well students are taught. In addition to having excellent teaching abilities, educators must be able to coach and advise their peers, adjust to changing trends, and handle new obstacles. This study clarifies the importance of these supervisory abilities in resolving problems in the educational system, such as executing curricular modifications and adjusting to new pedagogical approaches. Examining how the SNED program was implemented in District 6, the study offers insightful information on how particular educational interventions affect early literacy. Knowing the findings of these research can help educators and school administrators make better decisions and improve their professional practices. Future educational methods and investments can be guided by the research's extensive evidence of the program's effectiveness. This strategy demonstrates the vital role that evidence-based evaluation plays in education by helping to both establish new approaches and improve the learning outcomes for first-graders. It also helps to refine current practices.

It is vital to comprehend the subtleties involved in program implementation and instructional monitoring. Our lives are greatly impacted by education, which shapes both society advancement and individual futures. Seeing how teachers adjust and control their supervisory techniques can be illuminating and motivating. Understanding how these abilities are used to handle the various problems that occur in schools is crucial for anybody who respects the role that education plays in society. The capacity of educators to overcome obstacles and embrace novel approaches is indicative of their dedication to improving student performance and cultivating a nurturing educational setting. The impact of the SNEd (Special Needs Education) program on first-graders, especially in District 6, emphasizes how crucial it is to have efficient implementation and oversight. Observing the potential for these programs to change the educational experience for younger students gives one hope. It strengthens the idea that teachers may greatly raise reading levels and student accomplishment in general by using creative approaches and the right kind of assistance. This firsthand experience emphasizes how important it is to continue professional growth and use evidence-based procedures in order to guarantee that every student receives the greatest education possible.

Instructional supervisory skills are particularly important in the context of special needs education, where tailored approaches and individualized support are essential. Miller and McLaughlin (2018) highlight that effective supervision in special education settings involves not only monitoring and evaluating instructional practices but also understanding the specific needs of special needs learners. Their study indicates that supervisors who provide targeted feedback and professional development opportunities help teachers better address the unique challenges faced by students with disabilities. This targeted support can lead to improved educational outcomes for these learners by ensuring that teaching practices are appropriately adapted to meet their diverse needs. Consequently, effective instructional supervision is pivotal in bridging the gap between general teaching practices and the specialized strategies required for successful special needs education.

The difficulty in implementing educational programs like SNED within varied school environments is one urgent issue brought to light by this research. Every school may experience particular situations that have an impact on how programs are accepted and carried out. The success of these projects can be greatly impacted by variables like teacher preparedness, student needs, and the availability of resources. It takes a thorough grasp of local circumstances and an adaptable strategy to program implementation to address these problems. Even well-designed programs may fall short of their desired results in the absence of sufficient support and customized tactics.

The requirement for Teaching implementing SNED to continue their professional development in order to meet the changing demands and trends in education is another major issue. The theories and practices of teaching are always changing, and so too are supervisory skills. To effectively manage the ever-changing obstacles in their educational contexts, educators must engage in this ongoing professional growth. In order to guarantee that teachers can effectively manage these changes and uphold high standards of instruction and supervision, the research emphasizes the need for ongoing training and support structures.

Moreover, the abovementioned premise motivates the teacher-researcher to focus her study on the instructional supervisory skills of School Administrators in relation to the performance of teachers and literacy performance of Grade 1 learners of the selected elementary schools in District 6.

This study determined the significant relationship between the Instructional Supervisory Skills of School Heads and Classroom Observation Performance of Elementary School Teachers in the schools implementing Special Needs Education in Ormoc City District 6, Schools Division 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 Heads 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 Ormoc City District 6 based on Classroom Observation Rating?
3. Is there a significant relationship between the Supervisory Skills of School Heads and COT performance of elementary teachers.
4. What Instructional Supervisory plan can be proposed based on the findings of the study?

Statement of Hypothesis

H₀ – There is no there a significant relationship between the between the Supervisory Skills of School Heads and COT performance of elementary teachers.

II. METHODOLOGY

Design. A descriptive-correlational design was used in this study to investigate relationship between the Instructional Supervisory Skills of School Heads and Classroom Observation Performance of Elementary School Teachers in the schools implementing Special Needs Education in Ormoc City District 6, Schools Division of Ormoc City. This design makes it possible to evaluate both variables in a methodical manner, which makes it easier to investigate any possible correlations between them. This study attempts to clear or validate on the degree to which supervisory leadership styles relates to the performance of teachers and students. The researcher utilized Universal Sampling in identifying the respondents of the study. Quantitative analysis was used to determine the relationship between Instructional Supervisory Skills of School Administrators, Classroom Observation Performance of Selected Elementary School Teachers and literacy performance of the Grade 1 Learners of the selected schools implementing Special Needs Education in Ormoc City District 6, Schools Division of Ormoc City. The main local of the study is in the Selected Schools in District 6 in the division of Ormoc City. Based from the aforementioned locale, the main respondents that were chosen by the teacher-researcher were the 1 School Head, and 1 male and 18 female teachers. The information for the analysis was gathered using two (2) distinct survey instruments: one to gauge school heads' levels of transformational, transactional, and laissez-faire leadership styles, and another to gauge teachers' levels of intrinsic and extrinsic satisfaction, respectively.

The assessment of the school head's leadership style by teachers was conducted through the use of the Multifactor Leadership Questionnaire (MLQ) developed by Avolio & Bass in 1991. The survey consists of 21 items with a 4-point Likert scale that asks participants to rate their principals' leadership styles in terms of three categories: transformational, transactional, and laissez-faire. The scale ranges from 4 (frequently), 3 (often), 2 (occasionally), and 1 (never).

The second tool was the Individual Performance commitment and review form for teachers to validate the performance of the selected Elementary Teachers.

Sampling. There were 19 total number respondents who are included in the study. The respondents of the were the 1 SH, 1 male and 18 female 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 relationship between the Instructional Supervisory Skills of School Heads and Classroom Observation Performance of Elementary School Teachers in the schools implementing Special Needs Education in Ormoc City District 6, Schools Division of Ormoc City. 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 Ormoc City 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 School Principal of the Division of Ormoc City for his awareness.

The researcher was distributed the researcher survey questionnaires of the School Head that were answered by the teachers. After one month, the questionnaires was retrieved and consolidated and was 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 relationship between Instructional Supervisory Skills of School Administrators, Classroom Observation Performance of Selected Elementary School Teachers and literacy performance of the Grade 1 Learners of the selected schools implementing Special Needs Education in Ormoc City District 6, Schools Division of Ormoc City. 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 was 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 the School Head, Teachers, and were 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 was employed to determine the extent relationship between the Instructional Supervisory Skills of School Heads and Classroom Observation Performance of Elementary School Teachers in the schools implementing Special Needs Education in Ormoc City District 6, Schools Division of Ormoc City.

Pearson r Moment Correlation Coefficient was used to determine the significant relationship between the Instructional Supervisory Skills of School Heads and Classroom Observation Performance of Elementary School Teachers in the schools implementing Special Needs Education in Ormoc City District 6, Schools Division of Ormoc City.

III. RESULTS AND DISCUSSION

TABLE 1
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. | 3.41 | Very High |
| 2 | Shows evidence in providing technical assistance on the preparation of lesson plans and assessment materials. | 3.41 | Very High |
| 3 | Shows evidence of monitored preparation of appropriate, adequate, and economical instructional materials that suit the learners' diverse needs. | 3.59 | Very High |
| 4 | Conducts pre-observation conference with the teacher | 3.59 | Very High |
| B | Observation | | |
| 5 | Records actual observation of teaching-learning process using appropriate forms. | 3.59 | Very High |

| | | | |
|-----------|--|-------------|------------------|
| 6 | Evaluates congruency of lesson plan, references, instructional material, learning strategies, techniques and assessment tool used | 3.29 | High |
| 7 | Evaluates teaching-learning process based on learning outcomes | 3.52 | Very High |
| 8 | Ensures that content standards, performance standards, and learning competencies of learning areas are based on the Curriculum Guide | 3.47 | Very High |
| 9 | Guides the teacher in enriching/enhancing the curriculum based on learner's context and local needs | 3.41 | Very High |
| 10 | Reinforces strengths of the teacher | 3.71 | Very High |
| 11 | Conducts Post conference and agree on solution to identified instructional area of development. | 3.71 | Very High |
| C. | Assessment and Reporting of Learning Outcomes | | |
| 12 | Evaluates assessment done during the teaching-learning process | 3.47 | Very High |
| 13 | Ensures that test results are analyzed and interpreted | 3.64 | Very High |
| 14 | Helps the teacher develop intervention for least masters competencies | 3.41 | Very High |
| | Weighted Mean | 3.52 | 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 displayed in Table 1 reflect a comprehensive evaluation of the instructional supervisory skills of school administrators, revealing a consistent pattern of high effectiveness across various domains. The weighted means indicate that administrators are adept in preparation and planning, observation, and assessment practices, with scores predominantly in the "Very High" category. For instance, the ability to prepare instructional supervisory plans based on teachers' needs (3.41) and the monitoring of instructional materials (3.59) underscore a proactive approach to supporting educators in their teaching efforts. These high ratings highlight the critical role of administrators in fostering an environment conducive to effective teaching and learning.

In the area of observation, the administrators scored well in recording actual teaching practices (3.59) and evaluating congruence among lesson plans, materials, and assessments (3.29). Such practices are fundamental in ensuring that instructional strategies align with established standards and learning outcomes. The administrators' commitment to conducting pre-observation and post-observation conferences (both scoring 3.71) signifies a dedication to collaborative professional development. This emphasis on dialogue and reflection between administrators and teachers can enhance teaching quality, as it allows for constructive feedback and the sharing of best practices, creating a culture of continuous improvement.

The results also indicate that school administrators place significant importance on assessment and reporting. With a mean score of 3.64 for analyzing and interpreting test results, administrators demonstrate an ability to leverage data to inform instructional decisions. This competency is critical in identifying areas for intervention and support, particularly for students struggling with specific competencies. By facilitating the development of interventions (3.41), administrators are not only addressing immediate educational needs but also contributing to long-term student success. This focus on data-driven decision-making aligns with contemporary educational theories advocating for a more analytical approach to teaching and learning.

Moreover, the emphasis on guiding teachers to enrich and enhance the curriculum based on local needs (3.41) suggests that administrators are attuned to the contextual factors that affect student learning. This approach is essential for promoting relevance in education, as it recognizes the diverse backgrounds and experiences of students. By fostering curriculum adaptations that resonate with learners' contexts, administrators enhance engagement and motivation, which are crucial for effective learning outcomes. This responsive leadership is vital in creating inclusive educational environments that cater to the varied needs of students.

The results implies that the School Administrators who effectively engage in preparation, observation, and assessment not only support teachers but also enhance the overall learning environment for students. The high scores across various domains suggest a systematic approach to instructional supervision that prioritizes collaboration, data use, and contextual relevance.

TABLE 2
PERFORMANCE RATING OF THE TEACHERS

| A. | Performance Indicators | Weighted Mean | Interpretation |
|-----------|--|----------------------|--------------------------|
| 1 | Apply knowledge and content within and across curriculum learning areas. | 3.59 | Very Satisfactory |
| 2 | Used a range of teaching strategies that enhance learner achievement in literacy and numeracy. | 3.64 | Very Satisfactory |
| 3 | Applied a range of teaching strategies to develop critical and creative thinking as well as other higher-order thinking skills. | 3.58 | Very Satisfactory |
| 4 | Displayed proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning. | 3.82 | Very Satisfactory |
| 5 | Established safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures. | 3.76 | Very Satisfactory |
| 6 | Maintained learning environments that promote fairness, respect and care to encourage learning. | 4.00 | Very Satisfactory |
| 7 | Established a learner-centered culture by using teaching strategies that respond to their linguistic, cultural, socio-economic and religious backgrounds | 3.71 | Very Satisfactory |
| 8 | Adapted and used culturally appropriate teaching strategies to address the needs of learners from indigenous groups. | 3.77 | Very Satisfactory |
| 9 | Used strategies for providing timely, accurate and constructive feedback to improve learner performance | 3.88 | Very Satisfactory |
| | AVERAGE | 3.75 | Very Satisfactory |

Legend: 4.21- 5.00 – Outstanding
 3.41- 4.20 – Very Satisfactory
 2.61-3.40 - Satisfactory
 1.81- 2.60- Fairly Satisfactory
 1.00-1.80- Needs Improvement

The results presented in Table 2 reflect a comprehensive assessment of teachers' performance across various indicators, revealing a strong overall performance with an average rating of 3.75, categorized as "Very Satisfactory." The high scores across the indicators indicate that teachers are effectively applying their knowledge across curriculum areas (3.59) and employing a diverse range of teaching strategies to enhance student achievement, particularly in literacy and numeracy (3.64). These findings suggest that teachers are not only knowledgeable in their subject areas but are also skilled at translating that knowledge into effective instructional practices.

One noteworthy aspect of the results is the proficient use of language in teaching, as evidenced by the score of 3.82 for the use of Mother Tongue, Filipino, and English. This is crucial in a multilingual educational context, where the ability to navigate different languages can significantly impact student understanding and engagement. Furthermore, the emphasis on establishing safe and secure learning environments (3.76) highlights teachers' commitment to creating spaces where students feel supported and encouraged to learn. These elements are vital for fostering a conducive learning atmosphere, where students can thrive academically and socially.

The results also demonstrate teachers' effectiveness in promoting a learner-centered culture, scoring 3.71 for strategies that respond to students' diverse backgrounds. This commitment to cultural responsiveness is particularly important in inclusive education, as it acknowledges the unique needs of learners from various linguistic, cultural, and socio-economic backgrounds. Additionally, the high score of 3.77 for adapting teaching strategies for indigenous learners underscores the importance of culturally relevant pedagogy, which can enhance student engagement and achievement by connecting learning to students' lived experiences.

Another critical indicator is the use of strategies for providing timely, accurate, and constructive feedback (3.88). This practice is essential in promoting continuous improvement and helping students understand their progress. Effective feedback not only guides students in their learning journey but also fosters a growth mindset, encouraging them to take ownership of their educational experiences. Such practices align with contemporary educational theories that advocate for formative assessment as a tool for enhancing student learning outcomes.

The implication of these results underscores the significance of strong instructional practices in enhancing student learning. The high performance ratings across various indicators indicate that teachers are well-equipped to meet the diverse needs of their students, fostering an inclusive and supportive learning environment.

**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 | 0.71 | 1.634 | 0.721 | Reject Ho | Significant Relationship (Strong) |

The results from Table 3 indicate a significant relationship between instructional supervisory skills and the performance of teachers as measured by the Classroom Observation Tool (COT). The computed correlation coefficient ($r = 0.71$) suggests a strong positive relationship, indicating that as the instructional supervisory skills of school administrators increase, so too does the performance of teachers. This finding underscores the critical role that effective instructional leadership plays in enhancing educational outcomes within schools.

The decision to reject the null hypothesis (H_0) in favor of the alternative hypothesis implies that the relationship between the two variables is not only statistically significant but also practically relevant. This significant relationship reinforces the idea that school administrators who possess strong instructional supervisory skills can positively influence teaching effectiveness. By providing guidance, support, and feedback, administrators help create an environment that fosters teacher development and, consequently, improves student learning outcomes.

Based from the results of the study, it becomes clear that school leadership must prioritize the development of instructional supervisory skills. Administrators who engage in effective planning, observation, and assessment practices can better support teachers in their professional growth. Moreover, the correlation found in this study emphasizes the importance of collaboration between teachers and administrators. A strong instructional leadership model encourages regular communication and feedback, allowing teachers to refine their practices in response to constructive observations. This aligns with contemporary educational frameworks that advocate for a collaborative approach to professional development, where both teachers and administrators engage in continuous improvement efforts.

In summary, the significant relationship between instructional supervisory skills and teacher performance highlighted in this study suggests that effective school leadership is vital for fostering an environment of academic excellence. By prioritizing the development of instructional supervisory skills, school administrators can significantly impact teaching quality and student success.

IV. CONCLUSIONS

Based from the findings of the study, the substantial correlation coefficient, which indicates a considerable association between teachers' effectiveness and school heads' instructional supervising abilities. This demonstrates that competent School heads may create an atmosphere that supports teacher development and improved student learning, underscoring the crucial role that effective instructional leadership has in determining educational results. The findings support a deliberate emphasis on enhancing these supervisory abilities, highlighting the necessity of teacher cooperation and continuous professional growth..

V. RECOMMENDATIONS

1. The Instructional Supervisory plan should be implemented to all school heads that could improve the performance of teachers.
2. Teachers should actively engage in professional development opportunities that focus on enhancing their instructional practices and classroom management skills. By collaborating with colleagues through peer observations and feedback sessions, teachers can create a supportive learning environment that encourages continuous improvement.
3. School heads must prioritize the development of their instructional supervisory skills by participating in targeted training programs that focus on effective feedback, observation, and teacher support. Creating an open-door policy that encourages teachers to seek guidance and share challenges can foster a collaborative school culture.

4. The PSDS should provide ongoing support and resources for school heads and teachers, facilitating access to professional development programs that align with instructional leadership best practices. Regular monitoring and evaluation of supervisory practices should be conducted to ensure they effectively enhance teacher performance.
5. EPS should develop and implement comprehensive training initiatives that address both instructional leadership for school heads and teaching methodologies for teachers. Organizing workshops that allow school heads to share successful supervisory practices can help disseminate effective strategies across the district.
6. Parents play a crucial role in supporting their children's education and should actively engage with school activities that promote teacher development and collaboration. By communicating regularly with teachers and school heads about their educational expectations, parents can provide valuable insights and feedback.
7. The Chief Education Supervisor should advocate for policies that prioritize the professional development of school heads and teachers, ensuring that adequate funding and resources are allocated for instructional leadership training. By regularly assessing the impact of supervisory practices on student outcomes, the Chief Education Supervisor can identify areas for improvement and drive initiatives that enhance the overall quality of education within the district.
8. Future researchers are encouraged to explore the relationship between instructional supervisory skills and teacher performance in diverse educational settings to enhance the generalizability of findings. Conducting longitudinal studies will provide deeper insights into how the development of these skills over time affects not only teacher performance but also student achievement.

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