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SUPERVISORY SKILLS AND PERFORMANCE OF PRINCIPALS: A LEADERSHIP DEVELOPMENT PLAN

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JOSHUA P. ENRIQUEZ II
University of the Visayas
joshua.enriquez@deped.gov.ph

AILEEN B. CATACUTAN, EdD
Professor, Graduate School of Education, University of the Visayas

ABSTRACT. This study examined the profile, instructional supervision skills, leadership performance, and influencing factors of public-school principals in Calbayog City for the school year 2024–2025. Findings reveal that the principals are predominantly middle-aged, academically qualified, experienced, and committed to continuous professional development. Their instructional supervision skills were rated Outstanding across key domains such as strategic leadership, managing operations, teaching and learning focus, self-development, and relationship building, with strong alignment between teacher and principal perceptions. Leadership qualities such as trust, accountability, and inclusive participation were highly regarded, although minor gaps were noted in risk tolerance and active listening. Demographic and professional factors, including age, education, rank, experience, and training, significantly influenced leadership effectiveness, with female principals demonstrating greater openness and inspirational skills. The study also identified a strong positive correlation between instructional supervision and overall leadership performance, emphasizing the importance of balancing strategic planning with collaborative decision-making. The study recommends that the Schools Division of Calbayog City implement a continuous and tailored professional development and mentoring program for principals, focusing on strengthening strategic leadership while addressing gaps in innovation, active listening, and community engagement. Leadership training should consider individual backgrounds and promote gender-inclusive practices. A performance monitoring system is also advised to maintain accountability. The key output is the proposed Calbayog Principal Leadership Excellence and Advancement Program (LEADERSHIP DEVELOPMENT PLAN), a structured initiative combining mentoring, targeted training, collaboration, and evaluation to develop visionary and effective school leaders.

Key Words: *Instructional Supervision, Leadership Performance, Public School Principals, Strategic Leadership, Professional Development*

INTRODUCTION

School principals are charged with supervising teachers and improving teaching and learning practices. Supervision has long been regarded as a fundamental responsibility for school leaders and has been linked to student achievement (Bush, Bell & Middlewood, 2020). However, there is renewed interest in instructional supervision as a key function of effective school leadership that has been expanded from "shepherding school-based activities" to strategically leading the entire school to better support teachers (Netolicky, 2020, p. 8). For example, contemporary approaches to instructional supervision now involve more than teacher observation or accountability checks, which can be negatively received. Principals are now expected to use a wide range of strategic, non-evaluative tools to promote cooperation, continuous teacher growth, and teacher reflection (Netolicky, 2020). International frameworks and successful principals are focused on improving the quality of teaching and learning by developing leadership skills that provide clear goals and expectations for teachers, support pedagogical innovation, build capacity, and ensure accountability to the school's mission (OECD, 2020).

In many countries, instructional leadership in schools has transitioned from management to transformational approaches. In a recent article, Hallinger (2021) calls for school principals to become instructional leaders who can guide systemic change, address complex instructional requirements, and prepare for the future of education, particularly in light of the post-pandemic era. This would include competencies such as data-informed decision-making, digital technology, inclusive education, differentiation, socio-emotional learning, and emotional intelligence. These are all important skills that can improve teacher effectiveness and student learning. At the local level, the Department of Education (DepEd) of the Philippines also expects school heads to perform various leadership tasks in their guidelines for school principals. The DepEd has a comprehensive framework for school leadership and supervision called the Philippine Professional Standards for School Heads (PPSSH). It is divided into five domains of effective school leadership and supervision: instructional leadership, learning environment, human resource management, parent/community involvement, and school operations. These domains are comparable to the standards and expectations of the global school leadership research and framework, including instructional leadership (Shaked, 2018). However, the national PPSSH is rooted in the local context, with its particular needs, issues, and concerns on top of the five leadership domains. Examples include resource constraints, large class sizes, physical

school facilities, underpaid teaching staff, poverty, access to education, the additional cost of education, transportation and communication issues, cultural factors, and gender norms that affect teaching and learning.

In a recent study, Cortes and Castro (2021) examined the practice of school-based instructional supervision by public elementary school principals in Central Luzon. The study revealed that while most school heads were aware of the fundamental ideas and responsibilities related to instructional leadership, such as observation, mentoring, and follow-up, some lacked confidence in their ability to use more sophisticated supervision techniques, such as differentiated supervision. They were also unsure about their capacity to provide teachers with data-informed lesson planning. Another more recent study by De Guzman and Santiago (2022) found that most of the heads of rural schools felt unprepared to support teachers in providing instruction through digital technology, particularly after the blended and online learning shift during the pandemic. In both studies, instructional supervision at the school level may be lacking because there is a significant gap in how the national standards are translated and developed into the supervisory skills of school leaders.

Locally, school principals still handle instructional and administrative tasks with minimal support staff, to say the least. As a result, many principals, particularly those of public schools, often have poor time management, provide coaching on instructional practices, and make effective feedback sessions due to the significant administrative responsibilities they face (Salandanan & Dayagbil, 2022). While DepEd frequently provides seminars and training sessions, these programs are not always related to what principals need to know and do on the job. As a result, there may be an unexplored opportunity to improve supervisory practice in classroom instruction. Instructional supervision, when done well, can promote professional development and a culture of collaboration among teachers and have a positive impact on students' learning. Supervision is a developmental, supportive, and participatory process, rather than an evaluative or authoritarian process that gives teachers power over their performance (Arar & Abu-Romi, 2021). Principals must also improve their ability to manage accountability and authority without appearing to threaten or overpower the teachers.

Motivated by the prevailing problems and local context mentioned above, this study will determine the level of school principals' supervisory skills, including curriculum and instruction, personnel, planning and assessment, facilities, professional development, and community partnership. It will also determine the relationship between school principals' supervisory skills and their performance based on PPSSH indicators. The results will serve as the basis for a needs-based leadership development plan that will enable them to build instructional leadership capacity and competencies.

Literature Review

The Department of Education (DepEd) issued Order No. 2, which concerned the directives for the Establishment and Implementation of the Results-Based Performance Management System (RPMS) within the DepEd. This action was taken in accordance with the Civil Service Commission Memorandum Circular No. 06, issued in 2012, known as the Strategic Performance Management System (SPMS), with the aim of ensuring efficient, timely, and high-quality performance among DepEd personnel. The document serves as a comprehensive resource for school administrators and other evaluators, offering all the essential details required for evaluating teacher performance. It offers an extensive guide for comprehending the evaluation tools and the distinct stages of assessment within the different RPMS cycles, guaranteeing the availability of support systems to enhance teacher performance.

According to Nwankwo (1984) as cited by Peretomode (2004:184), supervision is categorized into two main types. These are instructional supervision, which encompasses a range of activities aimed at improving the quality of teaching and learning for students. On the other hand, personnel supervision involves a series of actions undertaken by a supervisor with the primary goal of raising awareness, mobilizing, and motivating school staff to perform their responsibilities optimally, aligning with the educational system's stated goals and objectives.

According to Hershey and Blanchard (2000), effective leaders must know how their staff are well enough to meet their ever-changing abilities and demands upon them. Followers develop their own patterns of behavior and ways of operating such as norms, customs and mores. Leaders have to consider the uniqueness of individual followers because they are at different levels of maturity and at different levels of experiences. These concepts are found to be true with administrative and supervisory functions of school heads. The school administrators should know the abilities and experiences of their teachers well enough so they could involve them in achieving goals and objectives of the school.

Presently, there is a widespread emphasis on enhancing the quality of education. Authorities in leadership positions are concentrating on supervisory actions and the enhancement of teaching skills among educators to oversee and enhance the quality of education. As a result, instructional supervisors should collaborate closely with teaching staff. This collaborative approach necessitates that instructional supervisors maintain objectivity, fairness, and a supportive stance while giving due attention to the school's needs. These efforts are aimed at ensuring the delivery of high-quality education through improved instructional and educational processes. Sergiovanni and Robert (2009) have pointed out that supervision primarily revolves around fortifying the instructor's knowledge, pertinent skills, and the capabilities required for making informed decisions and effectively resolving problems. (Goldhammer, Anderson, & Krajewski, 1993).

According to Wanzare and Da Costa (2000), the aim of supervision is to enhance the teachers' professional expertise by providing them the feedback in terms of the effective actions in the classroom. The supervisor should have the understanding of the nature and field of the teacher's task (Mokaya & Kaluyu, 2016).

Igwe (2001) observed that supervision encompasses assessment, oversight, and quality assurance, all aimed at advancing curriculum and infrastructure. To attain these objectives, various specific responsibilities of the supervisor within a contemporary educational institution have been identified including assisting school head teachers in gaining a better understanding of their students, supporting the professional growth of teachers and individuals, fostering a cooperative spirit for collaborative teamwork, enhancing the effective use of teaching materials, improving teaching methods, enhancing a teacher's self-assessment of their performance standards, cultivating originality in teachers, and developing a faculty plan for curriculum enhancement. The underlying theme in the aforementioned supervision objectives is to aid teachers in becoming more proficient in planning their classroom activities, making the most of textbooks and other essential resources, and providing guidance and evaluation to educators.

Espinosa (2005) in his study "Leadership Skills and Supervisory Effectiveness Of Elementary School Administrators" found out that the leadership skills of the elementary school administrators in the two districts of Dumangas, Iloilo City when the respondents were taken as a whole group and when they were classified according to the categories of variable gender, civil status and length of teaching experience was "very desirable" except on their educational attainment when teachers with master's degree described it as "desirable". The supervisory effectiveness of the school administrators in the two districts when respondents were taken as a whole group and when they were classified according to the categories of variables gender, civil status, and length of teaching experience and educational attainment was "very effective".

In his research titled "Leadership Behavior and Job Satisfaction in Selected Schools in Chang Mai, Thailand," Phongphuttakun (2003) discovered that department heads in private schools in Chang Mai, Thailand tend to be in their middle age, predominantly married, primarily male, possess just the requisite vocational school training. Conversely, teachers in these schools are generally younger, less senior compared to the department heads, predominantly male, mostly single, and hold bachelor's degrees. They also require additional training to further refine their skills, especially given their association with private schools. Additionally, Phongphuttakun's study revealed that the leadership behavior of the administrators had a significant impact on the job satisfaction levels of the department heads. The study found that the better the leadership behavior exhibited by the administrators, the higher the job satisfaction levels reported by the department heads.

Sagcal (2000) in his study "Supervisory Practices and Problems of School Administrators: Its Implication to Educational Management" revealed that both the teacher and administrator participants were in the prime of their careers, predominantly married, and had considerable professional experience. Furthermore, a significant number of the teacher-respondents had pursued advanced education beyond their Bachelor's degrees, while a smaller proportion of administrators had undertaken additional coursework beyond their Master's degrees.

Supervisory Skills refers to the execution of the improvement of the total teaching-learning situation and condition of the school. In this study, it refers to the activities related to in-service training program, classroom visits and observation and improvement of instruction. Effective leaders must know how their staff are well enough to meet their ever-changing abilities and demands upon them. Followers develop their own patterns of behavior and ways of operating such as norms, customs and mores. Leaders have to consider the uniqueness of individual followers because they are at different levels of maturity and at different levels of experiences. These concepts are found to be true with administrative and supervisory functions of school heads. The school administrators should know the abilities and experiences of their teachers well enough so they could involve them in achieving goals and objectives of the school. (Hershey and Blanchard 2000) These were considered in the present study along with other administrative functions like administrative experience, planning and physical resource management. The present study likewise wants to determine the performance of school administrators as regard to the different supervisory skills.

Theoretical Framework

This study is primarily underpinned on the Theory of Instructional Leadership by Hallinger (2013), which provides a comprehensive and evolving framework for understanding the pivotal role of school leaders in enhancing the educational environment to promote student learning and achievement.

Hallinger's framework centers around three core components: defining the school's mission, managing the instructional program, and promoting a positive school learning climate. These elements form the foundation of effective instructional leadership and are crucial for driving school improvement and student success. All these cover the study's variables focusing on the strategic ways of leading the school, managing school operations and resources, teaching and learning, developing self and others, and building connections.

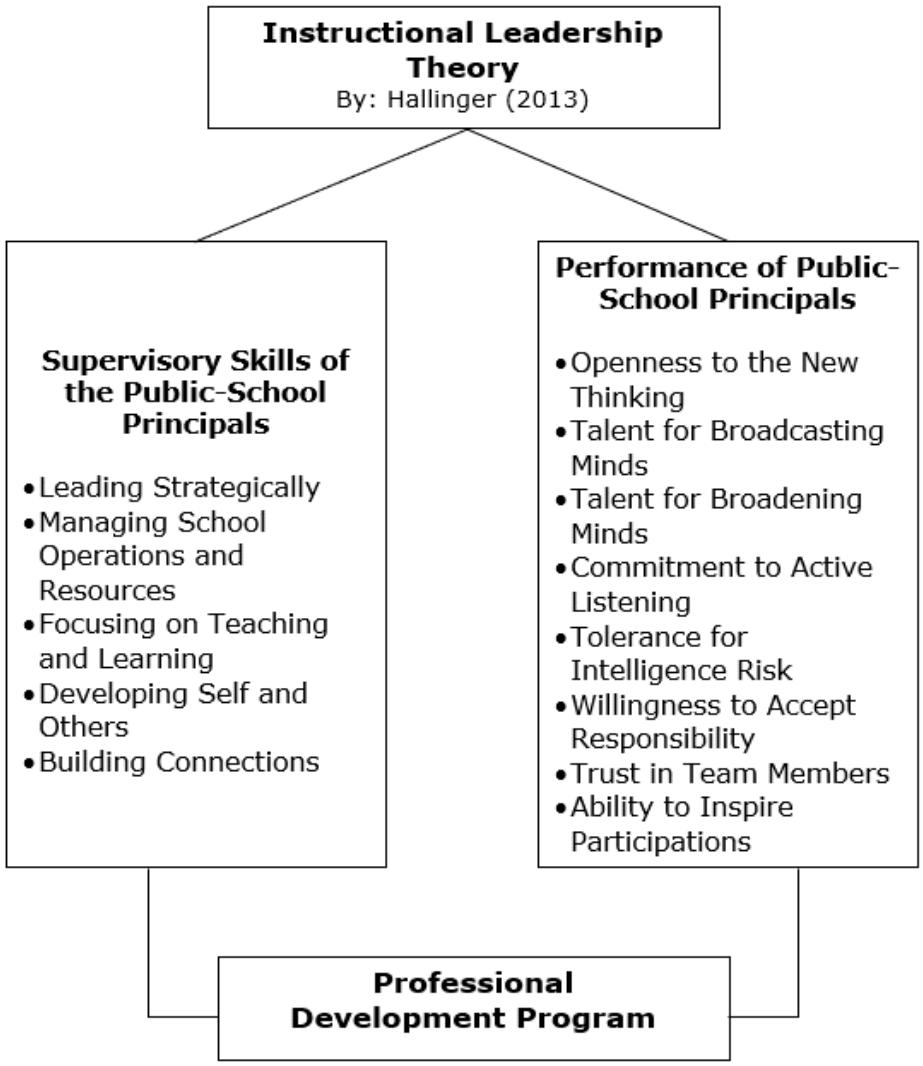
This theory hinges on defining the school's mission highlights the necessity of having a clear and collectively endorsed vision centered on student success. Instructional leaders are responsible for formulating and conveying a mission that aligns with high academic standards and establishes measurable objectives. This vision should be developed in collaboration with and supported by all stakeholders, including teachers, students, parents, and the broader community.

Furthermore, managing the instructional program requires an active role in overseeing and improving the teaching and learning processes. Instructional leaders are expected to engage directly in supervising and evaluating classroom instruction. This entails conducting regular classroom observations, offering constructive feedback to teachers, and promoting professional development initiatives. Effective instructional supervision ensures that teaching practices align with the school's educational objectives and that teachers are consistently enhancing their instructional techniques.

This framework also explains that advocating for a favorable school learning atmosphere, concentrates on establishing a setting conducive to both teaching and learning. Setting and upholding high expectations for both students and staff are foundational in this endeavor. Instructional leaders are tasked with establishing and sustaining elevated standards, nurturing a culture of excellence and ongoing enhancement. In doing so, they inspire both students and educators to strive for their utmost performance. Additionally, supporting professional development constitutes a crucial aspect of fostering a positive learning environment. Leaders should actively facilitate continuous opportunities for educators to partake in professional growth endeavors, aiding them in remaining abreast of cutting-edge practices and inventive instructional methodologies.

Hallinger's theory has adapted to meet the changing landscape of educational leadership and the growing expectations placed on school leaders. Hallinger acknowledges that the responsibility for instructional leadership cannot be solely borne by the principal. Instead, leadership duties should be shared among diverse members of the school community, such as assistant principals, department heads, and teacher leaders. This strategy harnesses the unique strengths and expertise of various individuals, promoting a collaborative and inclusive leadership approach.

Figure 1
Theoretical/Conceptual Framework



Moreover, distributed leadership aids in managing the multitude of tasks associated with instructional leadership, ensuring that responsibilities are divided and handled more efficiently.

Statement of Purpose

This study aimed to assess the level of instructional supervision skills and performance of the public-school principals in Calbayog City, Samar, for the school year 2023-2024, with the end-view of proposing a professional development program for the enhancement of supervisory skills and performance of the public-school principals.

Specifically, this sought answers to the following questions:

1. What is the profile of the public-school principals in terms of:
   1.1 Age;
   1.2 Sex;
   1.3 Civil Status;
   1.4 Highest Educational Attainment;
   1.5 Rank;
   1.6 Administrative Experience; and
   1.7 Number of Relevant Trainings Attended?
2. What is the level of instructional supervision skills of the public-school principals in terms of:
   2.1 Leading Strategically;
   2.2 Managing School Operations and Resources;
   2.3 Focusing on Teaching and Learning;
   2.4 Developing Self and Others; and
   2.5 Building Connections?
3. What is the level of performance of public-school principals in terms of:
   3.1 Openness to the New Thinking;
   3.2 Talent for Broadening Minds;
   3.3 Commitment to Active Listening;
   3.4 Tolerance for Intelligence Risk;
   3.5 Willingness to Accept Responsiblity;
   3.6 Trust in Team Members; and
   3.7 Ability to Inspire Participation?
4. Is there a significant difference in the principal's performance and level of instructional supervision skills when grouped according to their profile?
5. Is there is a significant relationship between level of instructional supervision skills and the level of performance of the school principals?
6. Based on the findings of the study, what leadership development plan can be crafted?

Statement of Null Hypothesis

The following null hypotheses were advanced on this study:

Ho_1. There is no significant difference on the profile and level of supervisory skills of the public school principals.
Ho_2. There is no significant difference on the profile and level of performance of the public school principals.
Ho_3. There is no significant relationship on the supervisory skills and performance of the school principals.

METHODOLOGY

Design

This research study utilized a quantitative design using descriptive correlational method of research. A descriptive correlational research design is a quantitative research method that aims to describe the characteristics of a particular phenomenon or population and examine the relationships between variables without manipulating them. This design helps in identifying whether and how strongly variables are related, providing insights into patterns and trends (Creswell & Creswell, 2018).

Primarily, this study assessed the level of supervisory skills of the public school principals taking into account strategic leadership, management of school operations and resources, teaching and learning, development of self and others, and building of connections. This also determined the level of performance of the public school principals in terms of openness to the new thinking, talent for broadening minds, commitment to active learning, tolerance for intelligence risk, willingness to accept responsibility, trust in team members, and ability to inspire participation. Further, the relationship between the supervisory skills of the school heads and their performance was determined through correlation. This study also further determined the profile of the respondents in terms of age, sex, civil status, highest educational attainment, administrative experience, and number of relevant trainings attended which was correlated to the level of instructional supervisory skills and performance of the school principals.

Environment

This study was conducted in the Schools Division of Calbayog City. Calbayog City Division is one of the thirteen (13) divisions in DepEd Region VIII. It is in charge of the administration, supervision, and monitoring of the operations and performance of 173 public and nine (9) private schools, all located in the City of Calbayog. There are three (3) major districts that which this study was undertaken: the Calbayog District, the Oquendo District, and Tinambacan District. All these schools are led by teacher in-charge, head teachers, and principals who perform the major role as heads of the school. There are 25 high schools established within the city and in some far-flung areas. In SDO Calbayog City, there are 13 full-fledged secondary school principals, while the rest serve as head teachers and teachers-in-charge as regards position and ranking.

Calbayog City National High School (CCNHS) is the biggest school in the division with 5, 689 students and 210 teachers led by a principal III. Next to CCNHS in terms of population is San Policarpo National High School (SPNHS) having a population of 4, 234 and 152 teachers headed by a principal IV. Oquendo National High School (ONHS) is led by a principal II with 89 teachers and 3, 167 students. Rafael Lentejas Memorial School Fisheries (RLMSF) which is a technical-vocational high school is comprised of 85 teachers and 3,090 students with a principal III at the helm. Trinidad National High School (TriNHS) has 2, 105 students with a principal II leading 78 teachers. Tabawan Integrated School (TIS) though still new in operation as integrated school maintains an enrollment with 1, 567 students and 32 teachers and a principal III. Bagacay Integrated School (BIS) is run by a Principal III with 38 teachers and 1, 230 students. Pilar National Agricultural High School (PNHAS) is a distant school from the city headed by a principal II with 47 teachers and 1, 354 students. Carayman National High School (CNHS) is composed of 940 students with 23 teachers and a principal II. Cabatuan Integrated School (CIS) has 870 students under the headship of a principal II with 23 teachers. Tomaligues Integrated School (TIS) is now led by a principal II with 17 teachers and 780 students. And, Gadgaran Integrated School (GIS) is now under the leadership of a principal II heading 24 teachers and 745 students.

Participants

This study involved school heads in the Division of Calbayog City who are promoted and ranked as Principals I-IV. They come from the secondary schools in the Division of Calbayog City established within the city and in the coastal and far-flung areas. This study also engaged 15 secondary school teachers from each of the 12 identified schools who assessed the instructional supervision skills and performance of the public school principals. This employed proportional quota sampling technique which is a type of non-probability sampling technique where the researcher divides the population into exclusive subgroups and then selects subjects from each subgroup based on their proportion in the overall population. This method ensures that the sample accurately reflects the diversity and distribution of the population. This technique helps in representing key characteristics of the population without involving random selection, thereby ensuring that important subgroups are proportionately represented in the study (Etikan, I., Musa, S. A., & Alkassim, R. S., 2016).

Respondents of the study were selected considering the specific inclusion criteria ensuring the relevance and reliability of the data collected. They must currently hold the position of principal in a public school within Calbayog City, Samar, and possess a minimum of two years of experience in this role to provide insights based on substantial professional practice. Additionally, they must be actively working in Calbayog City to ensure the study's geographic focus is maintained. All participants were required to give informed consent and demonstrate a willingness to participate in various data collection activities. These criteria were designed to select principals who are well-versed in instructional supervision within the specific educational context of Calbayog City. These principals should only come from secondary schools and integrated schools. For the exclusion criteria, principals who are currently serving in private schools or schools outside Calbayog City were excluded, as the focus is on public school principals within the specified geographic area. Additionally, principals with less than two years of experience in their current role were excluded ensuring that participants have sufficient experience to provide valuable insights into instructional supervision.

The inclusion and exclusion criteria for teacher respondents in the study were designed to guarantee that participants are relevant to the research objectives. Teachers included in the study must be currently employed in public schools in Calbayog City, Samar, with a minimum of two years of teaching experience. They must also be actively involved in instructional practices and willing to participate in the study by providing informed consent. Exclusion criteria eliminated teachers who are not currently employed, such as retired or part-time teachers, as well as those who hold non-teaching roles like administrative staff. Teachers with less than the required teaching experience or those unwilling to participate were also excluded to maintain the study's focus on qualified and relevant respondents. These criteria ensured that the data gathered reflects the experiences and insights of teachers with appropriate backgrounds in the instructional setting.

Instrument

In eliciting the necessary data, the researcher adopted an instrument used in the study of Leyson which is a Survey Questionnaire on Transformational Leadership and Performance of School Heads. The instrument is divided into three parts. Part I focused on the profile of the respondents which gathered information about their age, sex, civil status, highest educational attainment, rank, administrative experience, and number of relevant trainings attended. The second part is a checklist of indicators key result areas that evaluated the level of supervisory skills of the principals directing to strategic leadership, management of school operations and resources, teaching and learning, development of self and others, and building connections. Data were interpreted using the Likert Scale: 5 (Outstanding), 4 (Very Satisfactory), 3 (Satisfactory), 2 (Unsatisfactory), and 1 (Poor). In gathering data on the performance of school principals, the researcher incorporated the following criteria/indicators: openness to new thinking, talent for broadening minds, commitment to active listening, tolerance for intelligence risk, willingness to accept responsibility, trust in team members, and ability to inspire participation. Data were interpreted into the following: 5 (Strongly Agree), 4 (Agree), 3 (Neither Agree nor Disagree); 2 (Disagree), and 1 (Strongly Disagree).

Data Gathering Procedure

Pre- Data Collection. The researcher followed the process of data gathering in three phases. In Pre-data Gathering stage, the researcher underwent title proposal approved by the Dean that drew the line and direction of the study. After which, the researcher crafted Chapters I-III of the research work which were presented to the IRB for technical and ethical review. A letter was forwarded to the Schools Division Superintendent through the Human

Resource Office eliciting data on the number of full-fledged school principals assigned to the different secondary schools in the division. The information also helped identify the specific principals who were enjoined as respondents of the study. This letter also included an approval letter on the conduct of the study signed by the Superintendent which was disseminated to the selected school principals informing them about the research intent and seeking approval to allow 15 teachers to participate in the assessment of the school principals based on the set indicators. The school principals conformed to the letters approved by the Superintendent and allowed the researcher to conduct the study. Further, the researcher sought approval from the University of the Visayas Research Ethics Committee (UV REC) to conduct the study involving school principals and teachers. Ethical clearance was granted after the committee reviewed the research protocol, ensuring that participant rights, confidentiality, and informed consent were properly addressed.

Actual Data Collection. In the actual data-gathering phase, the researcher personally distributed hard copies of the instruments to the identified school heads and teachers. The researcher conducted a face-to-face distribution of instruments to the principals, ensuring the proper collection of data. On the other hand, teachers answered via Google Form since the school year had ended and teachers were out for their uninterrupted vacation. Each respondent was given a copy of the informed consent form, which outlines the purpose of the study, confidentiality agreements, and the voluntary nature of their participation. The researcher explained the details of the consent form to the participants, ensuring that they fully understood the conditions of their involvement, including the assurance that their responses were kept confidential and used only for the purpose of the research. Respondents were informed that participation is entirely voluntary, and they have the right to decline or withdraw from the study at any point without any consequences. After reading and agreeing to the consent form, teachers and school principals were asked to complete the instruments, which remained anonymous. The researcher was also available to answer any questions or concerns regarding the instruments or the study itself, ensuring that the process is clear and transparent.

Post Data Collection. In the post-data gathering part, the researcher collected all completed questionnaires from the respondents, warranting secure and accurate retrieval. After gathering, the researcher tallied and tabulated the responses, organizing the data for analysis. Using appropriate statistical methods, the researcher thoroughly analyzed the data. The results were carefully interpreted, concluding the instructional supervision skills and performance of public school principals. This process ensured the data was analyzed thoroughly, providing authentic, reliable results that contribute to answering the research questions and offering valuable insights for future educational practices or policies. To ensure data privacy and confidentiality, all collected data was securely stored with limited access to authorized personnel only. The data was retained only for the duration necessary to fulfill its intended purpose and was permanently deleted or securely shredded thereafter, in accordance with relevant data protection regulations.

Data Analysis

The researcher made use of the following statistical tools as aid to the analysis and interpretation of data.

Frequency counts and percentage distribution were used in profiling the respondents' demographic variables in terms of age, sex, civil status, highest educational attainment, position, administrative experience, and number of relevant trainings attended.

In answering SOP 2 and 3, weighted mean and standard deviation were used to determine the levels of supervisory skills and performance of the school principals,

Further, One-way ANOVA was applied in verifying if there was a significant difference on the level of supervisory skills when grouped according to their profile. The same statistical tool was used in checking if there was a significant difference on the level of performance of the school principals when grouped according to their profile.

Pearson R Correlation test was used in determining the significant relationship between levels of supervisory skills and performance of the school principals.

Ethical Considerations

The study was conducted according to the guidelines of the Declaration of Helsinki. It has been approved following the protocol of the Research and Ethics Committee of the University of the Visayas with Reference No. 1234567 dated January 24, 2024. The research involved adults participating voluntarily in an online survey. Before completion of the questionnaires, an accompanying cover letter explained the confidentiality and purpose of the study, the potential objectives, and the voluntary participation. No financial incentives were provided for participating in the study. The authors declared no conflict of interest.

RESULTS AND DISCUSSION

This chapter presents the data gathered from the school principals and teachers of Calbayog City Division who served as respondents of the study during the school year 2024-2025 and the corresponding analysis and interpretation of such data.

Profile of the Public Schools Principals

In terms of age, the dominant group among school principals is situated in the mid-range, indicating a workforce in the peak of their leadership careers. This positioning suggests a balanced blend of energy, experience, and strategic thinking, which are essential traits for implementing reforms and responding effectively to school-level challenges (Leithwood et al., 2020). The least represented age group, being those near retirement, may reflect an emerging gap in mentorship and leadership succession, emphasizing the need for targeted leadership development programs to prepare younger administrators for future roles.

Examining the distribution of school principals across different leadership levels, it is observed that the predominant group falls within the mid-level category. From a leadership development perspective, this pattern could be considered as expected, as it often represents a transitional phase. Mid-level leaders have typically developed foundational administrative skills and are in the process of honing more advanced supervisory and strategic decision-making abilities. The prevalence of principals at this level may foster a collaborative environment, as leaders at a similar stage may be more inclined to engage in peer collaboration and form professional learning communities. These factors can contribute to improved instructional practices and school performance (Hargreaves & Fullan, 2012). However, the comparatively low representation of principals at the highest level indicates potential bottlenecks in leadership progression within the system. This trend can lead to decreased motivation, low morale, and attrition among experienced leaders who perceive limited growth opportunities.

Table 1

Profile of the Public Schools Principals

Profile	Frequency (f)	Percentage (%)
Age		
36-45 years old	5	41.7
46-55 years old	5	41.7
Above 55 years old	2	16.7
Sex		
Male	8	66.7
Female	4	33.3
Civil Status		
Single	4	33.3
Married	7	58.3
Widow	1	8.3
Highest Educational Attainment		
Bachelor's Degree with MA units	4	33.3
Master's Degree	4	33.3
Master's Degree with Doctorate units	2	16.7
Doctor's Degree	2	16.7
Rank		
Principal I	4	33.3
Principal II	5	41.7
Principal III	1	8.3
Principal IV	2	16.7
Administrative Experience (in years)		
1-10 years	3	25.0
11-20 years	6	50.0
More than 20 years	3	25.0
Number of Relevant Trainings Attended		
11-15 trainings	6	50.0
16-20 trainings	3	25.0
More than 20 trainings	3	25.0

Legend: (N=12)

These accountabilities, while crucial, are only part of the broader and more complex portfolio that is expected of higher-ranking principals (Principal III or IV according to the Department of Education's career ladder). The latter, for instance, may involve leading several schools or a large student population, driving division-wide initiatives, managing larger budgets, and ensuring the school's or schools' alignment with national reforms and performance targets. Rank also dictates the level of decision-making autonomy and policy influence a principal has. While principals in the lower- and mid-ranks may be more focused on the implementation of directives and policies, those in higher ranks are also expected to participate in policy-making processes, mentor other principals, and represent their schools or division in regional and national forums.

The implications of the existing rank-related differences, therefore, point to the importance of a clearly delineated and competency-based career progression framework. This encompasses capacity-building programs targeted at equipping mid-level principals for higher-level leadership, and fair and open access to such opportunities for advancement. Robust support structures across ranks will ensure a sustained pool of high-performing school leaders, mitigate leadership burnout, and in turn, uplift the entire educational system.

In terms of relevant training, the most common level of participation falls within a moderate range, indicating a proactive but possibly standardized engagement in professional development. This suggests that while most principals are engaging in capacity-building, a more personalized and continuous training model might be

needed to address evolving educational demands (Darling-Hammond et al., 2017). The presence of a few individuals with significantly higher training engagement may highlight the benefits of sustained development but also the need to institutionalize such practices across the entire leadership cohort.

Profile of the Teachers

In terms of age, the most represented group of teachers fell within the younger age bracket, suggesting a workforce largely in the early stages of their careers. This points to a teaching population that brings energy, openness to new practices, and familiarity with current educational trends. The middle age group reflects a stable core of professionals who likely serve as the bridge between innovation and experience. Meanwhile, the least represented group comprised those in the later stages of their careers, which may imply limited institutional memory and a potential need for intentional mentoring to preserve best practices across generations (Ingersoll & Strong, 2011).

With respect to sex, the most prevalent demographic was female, which aligns with national and global trends in the feminization of the teaching profession. This predominance suggests a professional culture shaped by values often associated with female leadership, such as collaboration, empathy, and instructional support (Coleman, 2005). Male representation, while significant, remains lower, pointing to an ongoing gender imbalance that may influence role perceptions and professional dynamics within school settings.

Table 2

Profile of the Teachers

Profile	Frequency (f)	Percentage (%)
Age		
21-25 years old	12	6.7
26-30 years old	43	23.9
31-35 years old	33	18.3
36-40 years old	26	14.4
41-45 years old	23	12.8
46-50 years old	16	8.9
51-55 years old	18	10.0
Above 55 years old	9	5.0
Sex		
Male	72	40.0
Female	108	60.0
Civil Status		
Single	93	51.7
Married	83	46.1
Widow	4	2.2
Highest Educational Attainment		
Bachelor's Degree	18	10.0
Bachelor's Degree with MA units	75	41.7
Master's Degree	53	29.4
Master's Degree with Doctorate units	29	16.1
Doctor's Degree	5	2.8

Legend: ***(N=180)***

In terms of educational attainment, the highest group consisted of those who had initiated but not yet completed postgraduate studies. This reflects a strong interest in professional growth and advancement. Those who had fully attained postgraduate degrees made up the middle range, suggesting a solid foundation of educational expertise across the workforce. Meanwhile, those with only an undergraduate degree formed the smallest group, indicating that teaching professionals in the division generally prioritize continuing education, a factor often linked with improved teaching quality and student outcomes (Darling-Hammond, 2000).

Level of Instructional Supervision Skills of the Public School Principals

Table 3 presents the perceived level of instructional supervision skills of public school principals specifically in leading strategically, as rated by both the principals themselves and the teachers under their supervision.

Table 3

Level of Instructional Supervision Skills of the Public School Principals

Indicators	Teachers			Principals		
	Mean	SD	Desc.	Mean	SD	Desc
A. Leading Strategically	4.86	0.17	O	4.87	0.17	O

B. Managing School Operations and Resources	4.65	0.36	O	4.79	0.31	O
C. Focusing on Teaching and Learning	4.98	0.07	O	4.97	0.09	O
D. Developing Self and Others	4.96	0.09	O	5.00	0.00	O
E. Building Connections	4.91	0.20	O	4.82	0.41	O
AVERAGE	**4.87**	**0.13**	**O**	**4.89**	**0.09**	**O**

Legend 4.21-5.00 - Outstanding (O); 3.41-4.20 - Very Satisfactory (VS); 2.61-3.40 - Satisfactory (S); 1.81-2.60 - Unsatisfactory (US); 1.00-1.80 - Poor (P)

Analyzing both teachers' and principals' responses, it is evident that principals' instructional supervision skills were rated Outstanding (O) in all domains. Teachers rated Focusing on Teaching and Learning the highest (M = 4.98) followed by Developing Self and Others (M = 4.96). These ratings suggest that teachers have a positive perception of principals as instructional leaders and capacity builders. The strong emphasis on teaching and learning, as well as on developing self and others, aligns with the idea that principals' leadership in these areas is central to improving instructional leadership. This is further supported by He, Guo, and Abazie (2024) whose findings demonstrated that when instructional leaders focus on pedagogy and instructional practices, it can lead to higher levels of performance in terms of instruction.

From teachers' perspective, the lowest mean score was for Managing School Operations and Resources (M = 4.65), although it remains in the Outstanding category. This may indicate that teachers perceive the principals to be competent in their role, but logistical and resource-related aspects of school management are seen as slightly less prominent or perhaps more challenging to address in comparison to the instructional aspects. This is in line with Frontiers (2025) that in under-resourced contexts, instructional leaders tend to pay less attention to management and focus on solutions for instruction.

On the other hand, principals rated Developing Self and Others the highest (M = 5.00) followed by Focusing on Teaching and Learning (M = 4.97) and Leading Strategically (M = 4.87). The fact that principals rated Developing Self and Others the highest indicates that they have a strong perception of their ability to support the growth and development of their staff. This might suggest high confidence in their capacity as mentors and role models in their organizations. The similar ratings for Focusing on Teaching and Learning and Leading Strategically may imply a well-balanced attention to both setting the instructional vision and ensuring its practical implementation.

In turn, Building Connections received the lowest score (M = 4.82). These ratings might suggest that, although principals have a good overall perception of their performance, they might be underperforming in their efforts to connect with families, stakeholders, and the surrounding community. This is intriguing because teachers gave this domain a slightly higher score (M = 4.91), so the reality seems to be somewhere in between. This phenomenon is not unusual because, according to Furrer and Hinterland (2022), school leaders are quite successful at operating the school but are not very successful at involving community members and stakeholders in leadership activities.

The data shows that the overall average ratings were 4.87 for teachers and 4.89 for principals. The slightly higher average for principals compared to teachers, although remaining in the Outstanding category, might indicate that while teachers are satisfied with principals' performance in instructional supervision, the principals might have a tendency to be slightly less critical of themselves. In addition, the similarity of the highest and the lowest averages among domains indicates that the ratings were quite consistent. However, it is also noteworthy that, while teachers' ratings are uniformly outstanding, principals were slightly less outstanding in their ratings in certain domains. In particular, some domains received significantly lower ratings, including Managing School Operations and Resources, Building Connections, and Supporting Professional Learning. This suggests that while instructional supervision is a clear strength, there is a need for more structured and targeted support for principals' development in some key areas, especially in terms of management and community outreach. This is of particular importance in under-resourced schools (Frontiers, 2024).

These findings align with Hallinger's (2021) assertion that effective school leadership should begin with an instructional core. However, it also highlights the importance of further development of instructional leaders in other areas, such as management, communication, and community-building competencies. It is through such a multifaceted development that school leaders can achieve their full potential.

Level of Performance of the Public School Principals

Table 4 presents the Level of Performance of the Public School Principals in terms of Openness to New Thinking, based on the ratings provided by both teachers and the school leaders themselves. The findings in Table 4 reveal a steadily strong perception of school leadership performance from both teachers and principals, reflecting a culture grounded in mutual respect, trust, and responsibility. At the top of the rating scale were indicators that reflect relational strength and accountability, suggesting that school leaders are perceived as highly dependable, team-oriented, and committed to fostering a collaborative environment. These results align with Leithwood et al. (2020), who highlighted that relational trust and a shared sense of responsibility are foundational to effective school leadership and sustained organizational progress.

Table 4

Level of Performance of the Public School Principals

Indicators	Teachers			Principals		
	Mean	**SD**	**Desc.**	**Mean**	**SD**	**Desc.**
Openness to the New Thinking	4.72	0.12	SA	4.61	0.10	SA
Talent for Broadening Minds	4.94	0.03	SA	4.81	0.19	SA
Commitment to Active Listening	4.72	0.43	SA	4.94	0.10	SA
Tolerance for Intelligence Risk	4.39	0.48	SA	4.89	0.10	SA
Willingness to Accept Responsibility	4.94	0.00	SA	5.00	0.00	SA
Trust in Team Members	5.00	0.00	SA	5.00	0.00	SA
Ability to Inspire Participation	4.89	0.06	SA	4.83	0.17	SA
AVERAGE	**4.80**	**0.21**	**SA**	**4.87**	**0.14**	**SA**

Legend: 4.21-5.00 - Strongly Agree (SA); 3.41-4.20 - Agree (A); 2.61-3.40 - Neither Agree nor Disagree (NAD) ; 1.81-2.60 - Disagree (D); 1.00-1.80 - Strongly Disagree (SD)

The second set of ratings was concerned with the performance on the dimension of leadership that is called Openness to New Thinking. Principals and teachers again had similar responses to all indicators (SA). The two highest-rated by both groups were Trust in Team Members (M = 5.00) and Willingness to Accept Responsibility (Teachers M = 4.94; Principals M = 5.00). These results provide evidence of the relational and communication strength, as well as the accountability and credibility of school heads. Teachers agree their leaders are trustworthy, dependable, and committed to being part of shared decision-making processes. These results are similar to those of Leithwood et al. (2020), who state that trust, as well as a commitment to collective responsibility, are among the core tenets of building a culture of leadership, a key to any long-term school improvement.

A high level of score was given also to the Ability to Inspire Participation and Talent for Broadening Minds, which means that motivational and growth-oriented leadership is common in these schools. The former is important for any type of collaboration and joint goal setting, and the latter is important for any type of critical thinking.

Slightly lower teacher scores (M = 4.72) were seen for Commitment to Active Listening, while principals score themselves much higher (M = 4.94). The difference between the two ratings is surprising because the degree to which communication is actually delivered is much more difficult to assess than the degree to which it is received, but these results are similar to those of Robinson, Lloyd, and Rowe (2022), who show that certain types of relational leadership practice, including empathetic listening, are related to greater teacher morale and more connected professional relationships, but only when they are delivered well.

The lowest scores in the SA range (but still at the level of Strongly Agree) were Openness to New Thinking (Teachers M = 4.72; Principals M = 4.61) and Tolerance for Intellectual Risk (Teachers M = 4.39; Principals M = 4.89). These scores might be seen as some hesitancy in terms of dealing with uncertainty, creativity, innovation, and change. This is not at all a surprise because Nguyen and Hallinger (2022) write that all forms of leadership have their own measure of risk-taking, but that educational leaders have a relatively higher degree of risk aversion. It seems particularly so in highly-accountable or highly-structured systems. Sergiovanni (2021) similarly wrote that effective and adaptive leadership in 21st-century schools requires both high levels of technical leadership acumen, as well as a mindset that is open to transformation and experimentation.

In general, teachers' and principals' perceptions align well on this second set of results as well. At the same time, these lowest results reveal a development gap in terms of change-readiness and experimental leadership. As such, a key opportunity is the professional development of school heads around the skills of adaptive leadership and change management, creativity, systems thinking, and agility in decision-making.

Significant Difference in the Level of Instructional Supervision Skills of the Public School Principals when grouped According to Profile

The study reveals significant differences in the instructional supervision skills of public school principals across several profile variables, underscoring the complexity and diversity in leadership capacity. In the domain of Leading Strategically, principals who are older, possess higher educational attainment, hold higher ranks, have longer administrative experience, and have undergone more relevant training demonstrate stronger strategic leadership. This finding aligns with existing literature that highlights the critical role of experience and continuous professional development in shaping effective leadership, as noted by Leithwood and Riehl (2003) and Hallinger and Heck (1996).

These data suggest that there are statistically significant differences in the instructional supervision skills across different profile variables. This finding aligns with previous researches which state that a principal's leadership capacity is subject to demographic and professional factors.

In the area of Leading Strategically, those who had a higher age, educational attainment, rank, administrative experience, and training obtained higher ratings. This data infers that these variables have a positive effect on the principal's strategic thinking ability, showing that as one accumulates more experience and training and ascend in school rank, their leadership aptitude towards strategic planning improves. This is in accordance with recent studies of Day and Sammons (2020) who theorized that school strategic planning and decision-making leadership are outcomes of extensive exposure to complex and dynamic school management situations.

Table 5

Significant Difference of the Principals' Instructional Supervision Skills and Job Performance According to their Profile

Dimension	Profile Variable	Kruskal Wallis X^2	df	Sig.	Interpretation
Supervisory Skills	Age	9.49	4	.049	Significant
	Sex	7.13	1	.008	Significant
	Civil Status	2.37	1	.626	Not Significant
	Educational Attainment	7.46	2	.039	Significant
	Rank	9.70	3	.021	Significant
	Admin. Experience	8.30	3	.040	Significant
	Trainings Attended	8.16	3	.043	Significant
Job Performance	Age	10.1	4	.039	Significant
	Sex	3.89	1	.001	Significant
	Civil Status	5.75	1	.469	Not Significant
	Educational Attainment	6.61	2	.016	Significant
	Rank	8.75	3	.033	Significant
	Admin. Experience	8.74	3	.033	Significant
	Trainings Attended	7.67	3	.045	Significant

Supervisory Skills. The findings reveal that several personal and professional profile variables significantly influence supervisory skills. Age appears to be a contributing factor, suggesting that individuals develop more effective supervisory competencies as they gain life and work experience over time. This is supported by Ng and Feldman (2015), who noted that older individuals often possess enhanced emotional regulation and workplace wisdom, which are essential for leadership and supervisory roles. Similarly, sex was found to be significantly associated with supervisory performance. This finding reflects the influence of gender-related differences in leadership approaches. Post and Byron (2015) highlighted that women often demonstrate transformational leadership styles, characterized by strong interpersonal and collaborative skills, which are highly effective in supervisory settings. This underscores the importance of inclusive leadership development that leverages the diverse strengths brought by both men and women.

Educational attainment also plays a significant role in shaping supervisory effectiveness. This supports the view that formal education enhances critical thinking, problem-solving, and decision-making abilities—key attributes for effective supervision. Northouse (2021) emphasized that educational background strengthens leadership capacities by developing both technical knowledge and interpersonal competence. In the same vein, rank within the organization is significantly associated with supervisory skills, indicating that individuals holding higher positions are more likely to have refined supervisory capabilities. This likely stems from increased responsibilities and broader leadership exposure. Likewise, administrative experience was found to be a meaningful factor. DeRue and Myers (2014) emphasized that leadership is learned through experience—through facing real-world challenges, making decisions, and learning from outcomes. Supervisors with longer tenure and experience may be more adept at managing people, processes, and change.

Interestingly, the number of trainings attended also showed a significant relationship with supervisory skills, differing from many previous findings. This suggests that when training is relevant and well-designed, it can meaningfully enhance supervisory competence. Salas et al. (2015) stressed that training is most effective when it is practical, context-specific, and includes follow-up strategies such as coaching, feedback, or application of skills in the workplace. Therefore, it is not just exposure to training, but the quality and applicability of training programs that contribute to supervisory development.

In contrast, civil status did not have a significant relationship with supervisory skills. This implies that an individual's marital or personal status does not play a major role in their effectiveness as a supervisor, emphasizing that workplace competencies are more influenced by professional and experiential factors than personal life conditions.

In summary, the findings highlight that effective supervision is shaped by a combination of age, gender, educational background, organizational rank, experience, and the quality of training received. These results suggest that leadership development programs should be tailored to reflect these variables. Institutions are encouraged to offer ongoing education, experiential learning opportunities, and high-impact training that align with actual supervisory demands. Promoting inclusive and context-aware leadership initiatives will help cultivate supervisors who are both competent and responsive to the complex needs of today's organizational environments.

Job Performance. The analysis reveals that various personal and professional characteristics significantly influence job performance. Age emerges as a contributing factor, implying that with increasing age comes a deeper understanding of work expectations, greater emotional maturity, and enhanced task management. This supports the findings of Ng and Feldman (2015), who noted that older employees typically perform better due to their accumulated experience and stronger interpersonal regulation—key qualities that enhance job efficiency and reliability.

Sex is also significantly related to job performance, suggesting that gender-based differences may play a role in how individuals approach and complete their work. Post and Byron (2015) found that women tend to exhibit stronger interpersonal and collaborative skills, while men may focus more on assertiveness and goal-orientation,

both of which can influence how performance is manifested across different roles. This indicates the importance of embracing gender diversity in the workplace and designing roles or support systems that amplify the unique contributions of each group.

Educational attainment is another significant factor, pointing to the role that formal learning plays in shaping an individual's ability to carry out complex work tasks. As highlighted by Northouse (2021), higher education fosters not only domain-specific knowledge but also analytical thinking and decision-making—capabilities that are crucial for strong performance. Therefore, organizations are encouraged to support employees' educational advancement and integrate learning opportunities within the workplace.

Furthermore, both organizational rank and administrative experience show significant relationships with job performance. Individuals in higher ranks or with longer administrative experience likely have broader exposure to leadership demands and operational decision-making. DeRue and Myers (2014) emphasized that performance is closely tied to leadership experience, which develops through real-world challenges, reflection, and continuous learning. These findings imply that employees who are given opportunities to lead and grow through the ranks may perform better due to their adaptive and practiced competencies.

Importantly, trainings attended also show a significant relationship with job performance, underscoring the value of professional development. This aligns with the findings of Salas et al. (2015), who noted that well-designed training programs—especially those that are task-specific, engaging, and followed by on-the-job application—can directly enhance employee effectiveness. This reinforces the idea that training should be strategic and tailored, rather than generic, to ensure it leads to measurable performance improvements.

On the other hand, civil status does not appear to significantly affect job performance. This suggests that marital or personal life circumstances do not directly impact an individual's ability to meet work expectations, and that job performance is more deeply tied to professional and experiential variables.

In sum, these findings highlight that job performance is shaped by a complex interplay of age, gender, education, rank, experience, and training. Institutions should therefore adopt a strategic and inclusive approach to employee development—one that recognizes these differences and provides tailored support through mentoring, leadership tracks, and meaningful learning experiences. This will ensure that individuals at all levels are empowered to perform effectively and contribute to organizational success.

The results imply the need for mentorship and hands-on operational training for less experienced or new principals. These data are consistent with the recent assertion of Bush and Glover (2021) that school operational efficiency is one of the foundational leadership layers and needs to be systematically honed.

Table 6

Significant Difference in the Level of Performance of the Public School Principals when grouped According to Principals' Profile

Performance Dimension	Profile Variable	F-value	Sig.	Interpretation
Openness to the New Thinking	Age	55.905	.000	Significant
	Sex	19.216	.001	Significant
	Civil Status	1.968	.191	Not Significant
	Educational Attainment	129.778	.000	Significant
	Rank	19.109	.001	Significant
	Admin. Experience	47.667	.000	Significant
	Trainings Attended	19.446	.001	Significant
Talent for Broadening Minds	Age	22.688	.000	Significant
	Sex	9.333	.012	Significant
	Civil Status	1.373	.269	Not Significant
	Educational Attainment	15.378	.001	Significant
	Rank	11.813	.003	Significant
	Admin. Experience	15.333	.002	Significant
	Trainings Attended	11.813	.003	Significant
Commitment to Active Listening	Age	1.131	.365	Not Significant
	Sex	0.000	.998	Not Significant
	Civil Status	0.000	.991	Not Significant

	Educational Attainment	0.665	.597	Not Significant
	Rank	0.127	.882	Not Significant
	Admin. Experience	0.615	.558	Not Significant
	Trainings Attended	1.117	.369	Not Significant
Tolerance for Intelligence Risk	Age	25.600	.000	Significant
	Sex	23.200	.001	Significant
	Civil Status	5.555	.040	Significant
	Educational Attainment	7.663	.010	Significant
	Rank	6.394	.019	Significant
	Admin. Experience	7.111	.015	Significant
	Trainings Attended	15.109	.001	Significant
Willingness to Accept Responsibility	All Variables	—	—	No Variation (NS)

The findings of this study carry important implications for the professional development and support of public school principals. The observed variations in leadership performance, particularly in openness to new thinking, broadening minds, tolerance for intelligence risk, and ability to inspire participation, highlight the critical role of experience, education, and ongoing training in cultivating these advanced leadership capacities. This suggests that professional growth opportunities and accumulated leadership experience significantly contribute to principals' ability to innovate and motivate their teams effectively. These insights align with Fullan's (2007) assertion that effective leadership is nurtured through continuous learning and adaptation to change, as well as Leithwood and Jantzi's (2005) findings on the positive relationship between experience and transformational leadership behaviors.

The uniformity found in commitment to active listening, responsibility acceptance, and trust in team members across all profile groups suggests that these foundational leadership qualities are deeply embedded and consistently practiced among principals, irrespective of their demographic or professional backgrounds. This stable culture of accountability and trust is essential for fostering collaborative environments and aligns with Kouzes and Posner's (2012) emphasis on the universality of trust and active listening as pillars of effective leadership.

Given these results, educational leaders and policymakers should prioritize targeted capacity-building programs tailored to the specific needs of less experienced or lower-ranked principals. Providing opportunities for advanced studies, continuous training, and mentorship can help close leadership gaps and promote more equitable school leadership capacity. Robinson, Lloyd, and Rowe (2008) further support this approach by demonstrating that focused leadership development positively impacts instructional leadership and student outcomes. Overall, investing in differentiated and sustained professional development is vital to strengthen leadership behaviors that drive school improvement and foster a culture of innovation and accountability.

Significant Relationship Between Level of Instructional Supervision Skills and the Level of Performance of the School Principals

The correlation analysis in Table 7 indicates strong and statistically significant relationships between several instructional supervision skill domains and major aspects of public school principals' leadership performance. These results provide empirical support for the hypothesis that instructional leadership is a positive and powerful predictor of transformational leadership behaviors in schools.

Table 7

Significant Relationship Between Instructional Supervision Skills and Level of Performance

Leadership Performance Dimension	Leading Strategically	Managing School Operations and Resources	Focusing on Teaching and Learning	Developing Self and Others	Building Connections
Openness to the New Thinking	.962** (.000)	.931** (.000)	.929** (.000)	—	.836** (.001)
Talent for Broadening Minds	.973** (.000)	.939** (.000)	.973** (.000)	—	.784** (.003)

Leadership Performance Dimension	Leading Strategically	Managing School Operations and Resources	Focusing on Teaching and Learning	Developing Self and Others	Building Connections
Commitment to Active Listening	.220 (.493)	.112 (.728)	.326 (.302)	—	–.061 (.851)
Tolerance for Intelligence Risk	.667* (.018)	.752** (.005)	.494 (.102)	—	.882** (.000)
Willingness to Accept Responsibility	—	—	—	—	—
Trust in Team Members	—	—	—	—	—
Ability to Inspire Participation	.960** (.000)	.926** (.000)	.951** (.000)	—	.797** (.002)
Overall correlation				Rho=9.20 p=.001	

n=12 ***. Correlation is significant at the 0.01 level (2-tailed).*
**. Correlation is significant at the 0.05 level (2-tailed).*
c. Cannot be computed because at least one of the variables is constant

The most significant correlations are observed for the domains of Leading Strategically, Managing School Operations and Resources, and Focusing on Teaching and Learning, which have consistently high positive correlations with performance measures such as Openness to New Thinking, Talent for Broadening Minds, and Ability to Inspire Participation ($r = .960$ to $.973$, $p < .01$). These findings are consistent with the claim by Leithwood and Riehl (2005) that effective school leaders demonstrate clarity of purpose and strategic intent, as well as the capacity to manage school operations and resources with a sharp focus on instruction to support not only student academic achievement but also innovation, vision, and shared commitment among staff.

Similarly, Tolerance for Intelligence Risk had moderate to strong correlations with several instructional leadership variables (rho = .667–.882), indicating that adaptive and future-oriented school leaders who are comfortable with ambiguity and risk-taking are also more effective in their instructional supervision roles. This finding supports Fullan's (2014) contention that adaptive capacity, including willingness to take calculated risks and embrace change, is a crucial ingredient for successful school reform and organizational learning in a rapidly changing and complex educational environment.

In contrast, the variable of Commitment to Active Listening did not correlate significantly with any of the instructional supervision domains. This finding may be somewhat surprising, given that active listening is considered a core skill and essential behavior for emotionally intelligent leaders (Goleman, Boyatzis, & McKee, 2013). However, it is possible that the impact of active listening is more indirect, such as through long-term effects on school culture and staff morale, rather than direct outcomes observable in instructional supervision effectiveness.

Finally, it is important to note that some variables were excluded from the analysis because they showed no variation (i.e., perfect or uniform responses across all participants). These included Developing Self and Others, Trust in Team Members, and Willingness to Accept Responsibility. These items may reflect core competencies that were universally endorsed or internalized by all the principals in the sample. As Guskey (2000) points out, such personal traits may be better assessed using more sensitive or objective measures, such as 360-degree feedback or structured observation tools, to capture subtle variations in practice.

The overall correlation between supervisory skills and job performance was significant (rho=.920 at df=10, p=.001) which suggests that principals who have acquired the supervisory skills were those who have better performance. he finding that there is a strong and significant positive correlation between supervisory skills and job performance suggests that as principals' supervisory competencies increase, so does their effectiveness in fulfilling job responsibilities. A correlation coefficient of this magnitude indicates a nearly perfect relationship, highlighting that supervisory skills are a critical determinant of performance in school leadership roles.

This result reinforces the view that principals who are competent in supervision—those who can guide teachers, implement instructional improvements, communicate effectively, and manage school operations—are more likely to demonstrate high levels of job performance. As instructional leaders, principals play a central role not only in administrative tasks but also in driving teaching and learning outcomes. Effective supervision helps foster a collaborative school climate, provides professional support to teachers, and ensures that educational goals are being met.

According to Leithwood, Harris, and Hopkins (2020), effective school leadership, especially in the area of instructional supervision, has a strong influence on teacher motivation, classroom instruction, and student achievement. Similarly, Arlestig, Day, and Johansson (2016) emphasized that school leaders with strong supervisory

skills are better positioned to set clear goals, monitor progress, and provide developmental feedback to teachers—all of which contribute to overall organizational performance.

Moreover, this finding aligns with Hallinger and Wang's (2015) research, which revealed that principal leadership—particularly through supervision and instructional guidance—is significantly linked to improved school outcomes. Their study noted that performance-based accountability frameworks in education systems worldwide increasingly emphasize the need for strong supervisory leadership among school heads.

Additionally, this strong correlation signals to policymakers and education administrators the value of continuous leadership assessment and capacity-building. Evaluation tools that measure both supervisory skill and job effectiveness should be embedded in school systems to ensure alignment between leadership competencies and actual job performance outcomes.

In conclusion, this finding strongly affirms the critical role of supervisory skills in shaping the job performance of principals. Investing in the continuous development of these competencies will not only improve individual leadership effectiveness but also contribute to broader school improvement and student success.

Recommendations

It is recommended that the Schools Division of Calbayog City institutionalize a continuous, differentiated leadership development program for public school principals. This initiative should enhance strengths in strategic planning and instructional supervision while addressing areas needing growth, such as risk-taking, innovation, active listening, and community engagement. Programs should be tailored based on principals' age, experience, educational attainment, and rank to ensure relevance and effectiveness. A proposed model, the Leadership Development Plan, can integrate mentoring, targeted training, peer collaboration, and performance-based evaluation to build visionary, adaptive, and instructional leaders.

The Division Office should adopt inclusive leadership policies that recognize and leverage gender-diverse leadership strengths, particularly the openness and inspiration demonstrated by female principals. Additionally, implementing robust performance monitoring systems is recommended to ensure accountability and to measure the impact of instructional supervision on school performance. These policies should align with Hallinger's (2013) Theory of Instructional Leadership, which emphasizes leadership as a key driver of school effectiveness.

Future studies may explore the long-term effects of leadership development programs like Leadership Development Plan on student outcomes and school improvement. Comparative studies between divisions or regions may also yield insights into contextual leadership challenges. Moreover, further research should examine how relational skills such as active listening and trust influence instructional leadership effectiveness across varying school environments.

LEADERSHIP DEVELOPMENT PLAN

A Comprehensive Framework for Principal Leadership Development

I. Program Rationale

The **Leadership Development Plan (LDP)**is a comprehensive, structured, and research-informed leadership development framework aimed at strengthening the leadership capacity of school heads in the Division of Calbayog. This initiative addresses the need for transformative, instructional, and adaptive leadership that meets the demands of 21st-century learning environments.

LDP is designed to support both aspiring and sitting principals by enhancing their competencies in school governance, instructional supervision, strategic planning, people management, and change leadership. It integrates mentoring, targeted professional development, collaborative peer learning, and performance-based evaluation to create a culture of continuous improvement and leadership excellence.

II. Vision

To develop empowered, reflective, and equity-driven school leaders who continuously enhance educational outcomes through innovation, collaboration, and strategic leadership.

III. Mission

To institutionalize a responsive and research-informed leadership development program that supports differentiated learning, promotes inclusive practices, and ensures accountable school leadership across Calbayog City.

IV. Goals and Objectives

Overall Goal

To build and sustain a community of transformative school leaders equipped to lead improvement, innovation, and inclusive education in Calbayog schools.

Specific Objectives

1. Enhance competencies in both existing strengths (e.g., instructional leadership and strategic planning) and areas needing growth (e.g., risk-taking, innovation, active listening, community engagement).
2. Provide differentiated professional development opportunities tailored to principals' age, rank, experience, and educational background.
3. Promote inclusive and gender-responsive leadership practices, recognizing the diverse strengths of both male and female leaders.
4. Institutionalize structured mentoring and coaching systems for continuous professional support.
5. Establish a robust performance monitoring and accountability system aligned with instructional supervision and school performance outcomes.

V. Guiding Principles

- **Differentiation**: Tailoring learning paths based on leadership profiles.
- **Inclusivity**: Promoting gender equity and diverse leadership styles.
- **Continuity**: Institutionalizing leadership development as a regular, long-term strategy.
- **Innovation**: Encouraging experimentation and creativity in school leadership.
- **Accountability**: Aligning leadership practices with measurable performance outcomes.

VI. Key Components of the LDP Framework

Component	Description
1. Leadership Profiling and Differentiation	Initial assessment of principals' backgrounds (age, rank, experience, education) to assign appropriate learning pathways.
2. Core Competency Training Modules	Structured modules focused on key domains: instructional leadership, strategic management, innovation, active listening, risk-taking, and stakeholder engagement.
3. Tailored Learning Tracks	Customized courses and learning experiences based on career stage (aspiring, early-career, mid-level, advanced).
4. Gender-Responsive Leadership Promotion	Workshops and dialogues focused on gender equity, inclusive leadership, and leveraging the demonstrated strengths of female principals.
5. Mentoring and Coaching	Paired mentoring system with experienced leaders providing guidance, reflection sessions, and real-time feedback.
6. Action Research and Innovation Labs	Principals develop and implement small-scale, school-based innovations as part of their leadership practicum.
7. Professional Learning Communities (PLCs)	Facilitated group learning and peer exchange focused on common leadership challenges and solutions.
8. Monitoring and Performance Accountability System	Regular evaluation of instructional supervision impact, leadership behavior, and school performance metrics.

VII. Competency Domains

The Leadership Development Plan (LDP) framework addresses the following domains:

DOMAINS	INNOVATIVE ACTION	RESOURCES	TIME FRAME	EVALUATION
Instructional Leadership	Vision & Strategic Planning Workshops -Facilitate sessions where principals craft or refine their school's mission and strategic goals.	School Heads, CID Chief, Education Program Supervisors	2 Month	Feedback and Reflection
Strategic and operational management	Resource Mapping Exercise - Map all available school resources staffing, programs, funding streams and analyze their alignment to goals.	School Heads, CID Chief, Education Program Supervisors	1 Month	Feedback and Reflection
Human Resource and People Management	HR Policy & Legal Training - Train principals on key areas of school employment law (e.g., contracts, grievances, confidentiality, evaluations).	School Heads, CID Chief, Education Program Supervisors, Human Resource Manager.	1 Month	Feedback and Reflection

Risk-taking and Innovation	. Innovation Labs / Action Research Projects - Empower principals to identify a challenge and test a bold solution	School Heads, CID Chief, Education Program Supervisors	2 Months	Action Research, Feedback and Reflection
Community Engagement and stakeholder Mobilization	Communication & Relationship-Building Training - Improve principals' ability to build trust with diverse stakeholders.	School Heads, CID Chief, Education Program Supervisors, Brgy. Officials, Establishments, Partnership Coordinators	1 Month	Feedback and Reflection
Inclusive and Gender-responsive leadership	Deliver Equity-Focused Professional Development - Strengthen knowledge on inclusion, gender equity, and intersectionality.	School Heads, CID Chief, Education Program Supervisors	1Month	Feedback and Reflection
Reflective and ethical Practice	Values-Based Leadership Training - Help principals identify and align their personal values with professional actions.	School Heads, CID Chief, Education Program Supervisors	1 Month	Feedback and Reflection

Effective school leadership encompasses several key domains that contribute to the overall success and development of the educational environment. Instructional leadership focuses on enhancing teaching and learning by supporting curriculum implementation and improving student outcomes. Strategic and operational management ensures that school resources are efficiently planned and utilized to achieve institutional goals. Human resource and people management plays a vital role in recruiting, developing, and motivating staff to maintain a positive and productive workplace. Leaders are also encouraged to embrace risk-taking and innovation by exploring new approaches and creative solutions that drive school improvement. Community engagement and stakeholder mobilization involve building strong partnerships with parents, local organizations, and other stakeholders to foster collective support for school initiatives. Inclusive and gender-responsive leadership ensures that all learners are provided with equitable opportunities in a safe and supportive environment that values diversity. Finally, reflective and ethical practice promotes integrity, accountability, and continuous self-assessment, guiding leaders to make informed and principled decisions.

VIII. Program Outputs

- Personalized leadership development plans
- Digital and physical leadership portfolios
- Documented school-based innovations
- Improved instructional supervision quality
- Gender equity awareness in leadership practice
- Performance improvement reports per school

IX. Performance Monitoring and Evaluation System (PMES)

Area	**Indicators**
Participation and Completion	% of principals completing modules and mentoring sessions
Leadership Growth	Improvement in competency ratings (pre- and post-assessments)
School Performance	Gains in learner achievement, teacher satisfaction, and community involvement
Innovation Impact	Quality and results of school-based action research
Gender Equity Metrics	% of female participation, leadership style diversification, gender inclusivity in leadership projects

X. Sustainability Strategies

- Integrate LDP into the Division's regular Learning and Development Plan.
- Develop a local pool of facilitators and certified mentors.
- Partner with higher education institutions and leadership development networks.

- Secure funding from local government units, SEF, and grants for innovation projects.
- Use monitoring results to inform continuous design improvements and policy decisions.

XI. Conclusion

The **Leadership Development Plan (LDP)** responds to the urgent need for holistic, differentiated, and inclusive leadership development in the Schools Division of Calbayog City. Grounded in evidence and shaped by the strengths and needs of its principals, this program will empower school leaders to create learner-centered, innovative, and community-rooted educational environments that drive sustained excellence.

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