

Instructional Supervision & Leadership Strategies of School Heads and Level of Work Satisfaction of The Elementary Teachers

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Abstract — This study determined the significant relationship between the Instructional Supervision & Leadership Strategies and Level of Satisfaction of Teachers. A proposed instructional supervisory plan was formulated based on the result of the study. This study employed a correlational research design to determine the significant relationship between Instructional Supervision and Leadership Strategies and the Level of Satisfaction of Teachers. This design was chosen to examine the extent to which variations in leadership and supervision practices are associated with teachers' satisfaction levels within the school setting. Quantitative data were collected through standardized survey instruments administered to teachers and school heads, allowing for the measurement of leadership styles, supervisory practices, and teacher satisfaction using Likert-scale items. Following the correlation analysis, which identified significant relationships between the variables, a descriptive approach was utilized to formulate a proposed instructional supervisory plan. This plan was developed based on the empirical evidence gathered, aiming to enhance instructional supervision and leadership strategies to improve teacher satisfaction and overall school performance. The study's design allowed for both the identification of relationships between key variables and the practical application of findings through the creation of an actionable supervisory plan, bridging research with educational practice. The test of relationship between leadership style and teachers' satisfaction, showing the correlation coefficient, computed test statistic, critical value, and the decision on the null hypothesis. The table shows a correlation coefficient (r) between leadership style and teachers' satisfaction, which indicates a strong positive relationship. The computed t -value exceeds the critical table value at the 0.05 significance level. Because the computed value is greater than the table value, the null hypothesis (H_0) was rejected, confirming that there is a statistically significant relationship between leadership style and teachers' satisfaction. The strength of the correlation suggests that as the effectiveness or quality of leadership style increases, teachers' satisfaction also tends to increase substantially. This implies that leadership style is a key factor influencing how satisfied teachers feel in their roles, highlighting the importance of leadership practices in educational settings. The overall result implies that leadership style significantly impacts teacher satisfaction, meaning school heads who exhibit effective leadership styles can foster higher satisfaction levels among teachers. The strong relationship found in this study supports the notion that leadership behaviors and strategies are crucial to creating a motivating environment.

Keywords — *School Head, Instructional Supervision Leadership Strategies, Level of Work Satisfaction, Elementary, Teachers*

I. Introduction

The delivery of the MATATAG curriculum is a critical issue that affects the overall quality of education. Educators have observed how the lack of instructional supervision leads to inconsistencies in teaching strategies and curriculum implementation. Without a structured support system, teachers may struggle to align their lessons with the intended learning outcomes, resulting in gaps in student achievement.

Professional growth is a continuous process that requires proper mentorship and supervision. In many schools, however, instructional supervision is either inadequate or ineffective due to a lack of clear strategies. Many school administrators focus more on administrative tasks rather than providing meaningful support to teachers. This gap creates a disconnect between policy expectations and classroom realities, making it difficult for teachers to navigate curriculum changes successfully. Furthermore, in the professional experience of many educators, the success of any curriculum depends on collaboration between teachers, supervisors, and school leaders. If there is no open communication and shared responsibility, curriculum delivery becomes fragmented. By exploring this problem, the goal is to highlight the importance of instructional supervision as a tool for fostering a culture of continuous learning and improvement among educators.

Educators have personally observed the challenges that teachers face in delivering the MATATAG curriculum effectively. Many teachers struggle with adapting to new instructional methods due to a lack of proper guidance and supervision. Without adequate support, they often feel overwhelmed, leading to burnout and decreased motivation. This directly affects the quality of education that learners receive, making it difficult for them to reach their full potential.

Another reason for choosing this topic is the deep concern for student learning outcomes. It has been observed how inconsistent instructional supervision can lead to gaps in teaching effectiveness, resulting in poor student comprehension and performance. When teachers are not adequately supported, they may resort to outdated or ineffective teaching strategies, which negatively impact learners. Addressing these barriers through improved supervision strategies can help bridge the gap between curriculum expectations and actual student progress. Additionally, instructional supervision should not be seen as mere evaluation but as a form of mentorship and collaboration. Unfortunately, many teachers view supervision as a fault-finding process rather than an opportunity for professional growth. This mindset hinders their willingness to embrace constructive feedback. Through this study, the aim is to emphasize the importance of supportive supervision that empowers teachers instead of intimidating them.

Lastly, personal experiences have shown that effective education requires a strong foundation of support for teachers. If teachers are well-equipped with the right knowledge, skills, and resources, they can deliver the MATATAG curriculum more effectively. By addressing the barriers to curriculum implementation and improving instructional supervision, the goal is to contribute to a better learning environment where both teachers and students can thrive.

One of the major problems encountered in the implementation of the MATATAG curriculum is the lack of training and preparation for teachers. Many educators are introduced to new teaching strategies without receiving adequate professional development. As a result, they struggle to adapt, leading to ineffective lesson delivery. This lack of preparedness hinders the overall effectiveness of the curriculum and negatively impacts student learning.

Another challenge is the resistance of some teachers to instructional supervision due to negative past experiences. Many educators associate supervision with criticism rather than guidance, making them hesitant to engage in the process. This perception prevents teachers from receiving valuable feedback that could help them improve their teaching methods. Changing this mindset is crucial in ensuring that instructional supervision is seen as a supportive mechanism rather than a punitive one.

Additionally, resource limitations in schools make it difficult to implement the MATATAG curriculum effectively. Many classrooms lack essential teaching materials, technology, and proper facilities, making it challenging for teachers to apply innovative instructional strategies. Without sufficient resources, even the best teaching methods may not yield the desired results, further exacerbating learning gaps among students.

The overwhelming workload of teachers contributes to the difficulty in delivering the curriculum efficiently. Apart from teaching, educators are burdened with administrative tasks, reports, and other responsibilities that take away valuable time from lesson planning and instructional improvement. Without strategies to alleviate these pressures, teachers may find it challenging to focus on enhancing student learning. By addressing these problems through instructional supervision strategies, a more effective and supportive teaching environment can be created.

The researcher is driven to conduct this study to address these critical challenges, which directly affect the quality of education. By examining how instructional supervision can improve the implementation of the MATATAG curriculum, the researcher aims to highlight the importance of teacher support, professional development, and a positive approach to supervision. This study seeks to bridge the gap between policy expectations and classroom realities, ultimately contributing to an educational environment where both teachers and students can thrive.

This study determined the significant relationship between the Instructional Supervision & Leadership Strategies and Level of Satisfaction of Teachers. 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 Supervision and leadership strategies of school heads in terms of the following:

- 1.1 Transformational leadership Strategies ;
- 1.2 Transactional leadership strategies; and
- 1.3 Laissez-faire leadership strategies?
2. What is the level of work satisfaction of elementary teachers in terms of the following:
 - 2.1 Intrinsic satisfaction; and
 - 2.2 Extrinsic satisfaction?
3. Is there a significant relationship between the Instructional Supervision and leadership strategies of school heads and work satisfaction of elementary teachers?
4. What instructional supervisory plan can be proposed based on the findings of the study?

Statement of Hypothesis

There is no significant relationship between the Instructional Supervision and leadership strategies of school heads and work satisfaction of elementary teachers.

II. Methodology

Design. This study employed a correlational research design to determine the significant relationship between Instructional Supervision and Leadership Strategies and the Level of Satisfaction of Teachers. This design was chosen to examine the extent to which variations in leadership and supervision practices are associated with teachers' satisfaction levels within the school setting. Quantitative data were collected through standardized survey instruments administered to teachers and school heads, allowing for the measurement of leadership styles, supervisory practices, and teacher satisfaction using Likert-scale items.

Following the correlation analysis, which identified significant relationships between the variables, a descriptive approach was utilized to formulate a proposed instructional supervisory plan. This plan was developed based on the empirical evidence gathered, aiming to enhance instructional supervision and leadership strategies to improve teacher satisfaction and overall school performance.

The study's design allowed for both the identification of relationships between key variables and the practical application of findings through the creation of an actionable supervisory plan, bridging research with educational practice. The main locales of the study were the selected schools in the Ormoc City District IX in the Schools Division of Ormoc City. The respondents of the study were the 3 School Heads and 50 Teachers. The information for the analysis was gathered using the research instruments. It was (2) distinct survey instruments: one to gauge school heads'

levels of transformational, transactional, and laissez-faire leadership styles, and another to measure teachers' levels of intrinsic and extrinsic satisfaction, respectively.

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

The Mohrman-Cooke-Mohrman Job Satisfaction Scale (MCMJSS), developed by Mohrman et al. (1977), constituted the second section of the questionnaire and was used to determine individuals' levels of extrinsic and intrinsic satisfaction. Each category contained four statements, and participants rated their degree of satisfaction with each statement on a 5-point Likert scale, where 5 represented Very High, 4 High, 3 Neutral, 2 Low, and 1 Very Low. The proposed Instructional Supervisory Plan was taken based on the findings of the study.

Sampling The respondents of the study were the 3 School Heads and 50 teachers of Ormoc City District IX in the Schools Division of Ormoc City that were involved in this study 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.

Research Procedure. In order to gather the necessary data within one month (30 days), the researcher asked permission from the office of the Schools Division Office, headed by the Schools Division Superintendent, through a Transmittal Letter. The same letter content was also provided to the Public-Schools District Supervisor of Ormoc City District V, the School Principals and the 50 teachers responsible for the respondents.

The researcher distributed the survey questionnaires to the School Administrators, which were then answered by the teachers. After one month, the questionnaires were retrieved and consolidated, then subjected to statistical treatment using Pearson's r .

The data were collated and submitted for the appropriate statistical analysis.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the principal, approval of the Superintendent of the Division. Orientation of the respondents both School Principal and teachers were done. Participation was strictly voluntary. Anonymity and confidentiality were maintained throughout the study. Results were used solely for research and educational improvement purposes.

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

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

The Simple Percentage and weighted mean were employed to determine the Instructional Supervision & Leadership Strategies and Level of Satisfaction of Teachers.

Pearson r Moment Correlation Coefficient was used to determine the significant relationship between the Instructional Supervision & Leadership Strategies and Level of Satisfaction of Teachers.

III. Results and Discussion

Table 1
Extent Of School Heads' Instructional Supervisory Practices

	Resource Provider	Weighted Mean	Interpretation
1	demonstrates effective use of time and resources.	4.70	Always
2	plan, organizes, schedule, and prioritize work to be done.	5.00	Always
3	delegates work as appropriate.	4.90	Always
4	assigns staff members according to their strengths.	4.75	Always
5	establishes ongoing process for planning and making necessary changes within the school.	4.85	Always
6	creates a positive climate and nurture creative approaches to change.	5.00	Always
7	demonstrates the ability to motivate teachers.	5.00	Always
8	knows the teachers' strengths about instructional resources that may be helpful to them.	4.50	Always
	Mean	4.38	Always
	B. Instructional Specialist		
1	demonstrates the ability to evaluate and reinforce appropriate and effective instructional strategies.	4.85	Always
2	uses knowledge and skill in effective instructional strategies.	4.70	Always
3	supervises the teachers using strategies that focus on the improvement of instruction	5.00	Always
4	provides teachers with evidence of continuity between clinical supervision observations.	5.00	Always
5	develops intervention procedures designed to identify strengths and remediate weaknesses.	4.45	Always
6	conducts conferences effectively with teachers regarding performance	5.00	Always
7	knows the importance of student learning objectives to the implementation of the instructional	5.00	Always
8	communicates to staff and community the extent to which learning objectives for the school have been mastered	5.00	Always
	Mean	4.88	Always
	C. Curriculum Specialist		
1	focuses on knowledge, skills and ability towards curriculum improvement and staff development	4.70	Always

2	displays mastery in the discussion of curriculum planning and implementation.	5.00	Always
3	guides teacher in delivering accurate and updated content knowledge using appropriate methodologies, approaches, and strategies.	5.00	Always
4	helps teacher to select, prepare, and utilize available technology and other instructional materials appropriate to the learners and the learning objectives.	4.40	Always
5	assists the teacher to align the lesson objectives, teaching methods, learning activities and instructional materials or resources appropriate to the learners.	4.40	Always
6	develops and organize in-service training programs for teachers and provide continuous and effective professional development.	5.00	Always
7	develops and use a variety of appropriate curriculum assessment strategies to monitor and evaluate teaching and learning.	4.60	Always
8	creates and utilizes appropriate instructional planning and implementation.	4.50	Always
	Mean	4.70	Always
	D. Learning Facilitator		
1	monitors teachers to determine instruction that include elements of effective instruction.	4.60	Always
2	engages teachers in mutual inquiry which aims for the improvement of instruction.	4.50	Always
3	shares the responsibility of the instructional supervision and teaching improvement.	5.00	Always
4	intensifies the conduct of instructional supervision to include all school aspects.	5.00	Always
5	provides teachers with an adequate amount of information to become familiar with the supervisory process.	5.00	Always
6	makes efforts to reduce teachers' level of anxieties concerning the supervisory practices.	4.50	Always
7	ensures that all teachers in the school receive supervisory feedback.	5.00	Always
8	helps teachers to identify appropriate teaching and learning processes.	4.40	Always
	Mean	4.75	Always
	E. School Leader		
1	places priority on curriculum and instruction issues.	4.40	Always
2	creates a climate of high expectations characterized by a tone of respect for teachers, students, parents, and community.	5.00	Always
3	functions as a leader with direct involvement in instructional policy by communicating the school policies.	5.40	Always
4	demonstrates commitment to academic goals, ability to develop and articulate a clear vision of long-term goals for the school.	5.00	Always

5	monitors student progress toward school achievement and teacher effectiveness in achieving goals.	5.00	Always
6	consults with others by involving the faculty and other groups in school decision processes.	5.00	Always
7	mobilizes resources such as materials, time, and support to enable the school and its personnel to meet academic goals.	5.00	Always
8	works cooperatively with the staff and the community to develop clear goals that relate to the organization's mission.	5.00	Always
	Mean	4.98	Always
	Grand Mean	4.74	Always

Legend: 4.21- 5.00 – Always
 3.41- 4.20 – Often
 2.61-3.40 - Sometimes
 1.81- 2.60- Rarely
 1.00-1.80- Never

This table presents the Extent of School Heads' Instructional Supervisory Practices across five key roles: Resource Provider, Instructional Specialist, Curriculum Specialist, Learning Facilitator, and School Leader. Each role is evaluated through several indicators, with weighted means and interpretations reflecting how frequently these practices are implemented. The data provide a comprehensive overview of how school heads perform their supervisory duties in relation to improving instructional quality and overall school effectiveness.

In the Resource Provider category, school heads consistently demonstrated strong capabilities, especially in planning, organizing, delegating, motivating teachers, and fostering a positive climate, all rated "Always" with an average weighted mean of 4.38. As Instructional Specialists, school heads showed excellent ability to evaluate instructional strategies, supervise teachers effectively, and communicate learning objectives, with a notably high mean of 4.88, signifying continuous support in teaching improvement. For the Curriculum Specialist role, the school heads maintained a high level of mastery in curriculum planning, staff development, and instructional resource utilization, scoring a mean of 4.70, which highlights their role in ensuring curriculum quality and relevance.

Regarding the Learning Facilitator function, the school heads effectively monitored and engaged teachers in instructional improvements, sharing supervisory responsibilities and reducing teacher anxieties, reflected in a weighted mean of 4.75. Lastly, as School Leaders, they placed high priority on curriculum and instruction, maintained a respectful and collaborative climate, involved the faculty in decision-making, and mobilized resources to meet academic goals, earning the highest mean of 4.98 in this category. Overall, the grand mean of 4.74 indicates that school heads "Always" implement instructional supervisory practices comprehensively and consistently across all areas.

The result implies that school heads play a crucial and active role in enhancing school performance through effective supervisory practices. The overall average rating of 4.74 demonstrates that these leaders consistently engage in behaviors that support teachers and curriculum development, foster positive school environments, and promote academic success. This high level of implementation suggests a strong leadership foundation that can directly influence teaching quality and learner outcomes. However, continuous professional development and resource allocation remain essential to sustain and further improve these practices.

Table 2
Performance Of Teachers

	Plans of Instruction	Weighted Mean	Interpretation
1	prepare lessons relevant and aligned to the prescribed curriculum.	4.45	Excellent
2	formulate attainable learning objectives.	4.60	Excellent
3	plan activities according to the pupils' abilities.	4.55	Excellent
4	consider time available in planning.	4.50	Excellent
5	develop long-range plans and daily lessons.	4.30	Excellent
6	demonstrate flexibility in planning.	4.80	Excellent
7	choose activities, materials, and resources appropriate for pupils' needs	4.75	Excellent
8	plan instruction based on formative and summative assessment based on learners' interest.	4.60	Excellent
	Mean	4.57	Excellent
	Knowledge of the Subject Matter		
1	teach accurate and up-to-date information.	4.50	Excellent
2	coordinate learning content with instructional objectives	4.45	Excellent
3	use effective examples and illustrations.	4.60	Excellent
4	present learning content in a logical sequential order.	4.75	Excellent
5	express knowledge in lesson presentation and put ideas across logically	4.70	Excellent
6	demonstrate an understanding and take responsibility for promoting high standards of literacy.	4.60	Excellent
7	establish an awareness of developments in the subject and curriculum areas	4.55	Excellent
8	foster and maintain students' interest in the subject being taught	4.38	Excellent
	Mean	4.56	Excellent
	C Student Engagement		
1	create a climate in which students display initiative and assume a personal responsibility for learning	4.70	Excellent
2	provide opportunities for each student to meet success regularly	4.65	Excellent
3	use evaluative feedback to determine level of skill acquisition.	4.55	Excellent
4	encourage active participation from all students.	4.50	Excellent

5	use higher order questioning techniques to promote critical thinking skills.	4.65	Excellent
6	make use of time for an effective learning with the students.	4.60	Excellent
7	formulate methods of evaluation clear and purposeful to all learners.	4.50	Excellent
8	build opportunities for conferences to discuss student progress.	4.60	Excellent
	Mean	4.59	Excellent
	Grand Mean	4.57	EXCELLENT

This table presents the Performance of Teachers based on three major categories: Plans of Instruction, Knowledge of the Subject Matter, and Student Engagement. Each category is assessed through specific indicators with weighted means that reflect the level of teacher performance, culminating in an overall grand mean that represents the general evaluation of teacher effectiveness in delivering instruction.

In the Plans of Instruction category, teachers consistently scored highly across all indicators, with weighted means ranging from 4.30 to 4.80, resulting in an average of 4.57, which is interpreted as Excellent. This suggests that teachers effectively prepare lessons aligned with the curriculum, set attainable objectives, plan activities suitable for pupils' abilities, and demonstrate flexibility and resourcefulness in their instructional planning. Similarly, the Knowledge of the Subject Matter category received an overall weighted mean of 4.56, with teachers demonstrating mastery in delivering accurate content, coordinating learning objectives, and maintaining student interest through logical and well-organized presentation of lessons.

The Student Engagement category received the highest mean of 4.59, indicating that teachers create a positive learning environment where students take responsibility for their learning, regularly achieve success, and actively participate in lessons. Teachers also employ evaluative feedback and higher-order questioning techniques that promote critical thinking and make efficient use of time to support student progress. The grand mean of 4.57 across all categories confirms that the teachers' overall performance is excellent, reflecting strong instructional practices and engagement strategies.

The result implies that teachers excel in planning, subject knowledge, and student engagement, which collectively contribute to effective teaching and improved learner outcomes. The overall average rating of 4.57 implies that the teachers' consistent excellence in these areas plays a critical role in fostering a productive learning environment and enhancing academic achievement. This high level of performance underscores the importance of continued professional development and support to maintain and further improve instructional quality.

Table 3
Test Of Relationship

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
Extent of School Heads' Instructional Supervisory Practices TO Teachers' Performance	0.91	4.221	0.824	Reject Ho	Significant Relationship (Very Strong)

This table presents the Test of Relationship between the Extent of School Heads' Instructional Supervisory Practices and Teachers' Performance. The analysis utilized Pearson's correlation coefficient (r) and a t-test to determine the presence and strength of a statistically significant relationship between these two variables at the 0.05 level of significance. The table provides the correlation coefficient ($r = 0.91$), the computed t-value (4.221), the critical table value (0.824), the decision regarding the null hypothesis, and the interpretation of the strength of the relationship.

The data indicate a very strong positive correlation ($r = 0.91$) between the instructional supervisory practices of school heads and the performance of teachers. The computed t-value of 4.221 exceeds the critical value of 0.824 at the 0.05 significance level, leading to the rejection of the null hypothesis. This means that there is a statistically significant and very strong relationship between how well school heads implement instructional supervision and the quality of teachers' performance. Such a strong correlation underscores the critical role that effective supervision plays in supporting and enhancing teaching practices within schools.

The result implies that the extent of instructional supervisory practices by school heads has a significant and very strong influence on teacher performance. With an overall strong correlation of 0.91, it suggests that improvements in supervisory practices, including guidance, monitoring, and support, are likely to lead to enhanced teacher effectiveness and, consequently, better student outcomes. School leaders' active involvement in instructional supervision is therefore crucial in fostering a productive teaching environment.

IV. Conclusion

Based on the results of this study, there is a very strong and statistically significant relationship between the extent of school heads' instructional supervisory practices and teachers' performance. The findings show that effective supervision—including guidance, monitoring, and support—greatly influences teacher effectiveness. When school heads actively engage in these supervisory roles, teacher performance improves, which ultimately benefits student learning. This underscores the importance of strengthening instructional supervisory practices to create a more productive and successful teaching environment.

V. Recommendations

Based on the findings of this study, the following recommendations are proposed to the ff:

1. The teachers should actively collaborate with school heads during instructional supervision, openly accepting feedback and applying suggested strategies to improve their delivery of the MATATAG Curriculum.
2. The school heads should continuously enhance their instructional supervisory practices by providing timely guidance, monitoring teacher performance regularly, and offering professional development opportunities to support teachers effectively.
3. The Public Schools District Supervisor should facilitate training programs and workshops that strengthen the instructional supervision skills of school heads to ensure consistent and quality support for teachers across schools.
4. The parents should engage with the school community and support the learning process by encouraging their children and cooperating with teachers and school heads to improve educational outcomes.
5. The researcher should document and share best practices in instructional supervision to help school leaders and teachers implement more effective teaching strategies within the MATATAG Curriculum framework.
6. Future researchers should explore additional factors influencing teacher performance and instructional supervision effectiveness, and conduct longitudinal studies to assess the long-term impact of supervisory practices on student achievement.

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AUTHOR'S PROFILE



MARIA CHONA NAMATA-ENGHOY

Maria Chona Namata-Engho is a dedicated educator and passionate lifelong learner, 43 years of age, born on October 9, 1981 and resides at Barangay Mas in, Ormoc City, Leyte, Philippines. With an impressive academic background that spans from early honors in her elementary years to earning distinction

in her college studies, she has continuously demonstrated excellence and commitment throughout her educational journey.

Her journey in education began at Mas-in Elementary School, where she graduated as First Honors/Valedictorian in 1994. She continued her academic excellence at Ormoc City National High School from 1994 to 1998 and consistently in the pilot section for four consecutive years of study.

She earned her Bachelor of Elementary Education from Saint Peter's College, Ormoc City (1998–2002), graduating Magna Cum Laude and receiving an Academic Excellence Award. Her academic endeavors are fueled by a deep commitment to personal growth and academic excellence, which she continues to pursue through her graduate studies.

Mrs. Enghoy's professional career spans over decades, marked by progressive leadership roles and a deep commitment to community-based education. Her teaching career began in 2002 at Ormoc Se San Chinese School. From 2004 to 2019, she served in various capacities at DepEd Ormoc, including Esperanza Elementary School and Mas-in Elementary School, the latter where she dedicated 14 years of service as an Elementary Grade Teacher. Over the years, she has risen through the ranks of the teaching profession—from classroom educator to school leader—taking on roles that reflect her strengths in instruction, mentorship, and educational management.

Her leadership skills were recognized with her appointment as Teacher-In-Charge at Maglahug Elementary School in 2019, and later assigned back at Esperanza Elementary School, where she was promoted to Head Teacher-I in May 2023. Currently, she continues her service as Head Teacher-I at Domonar Elementary School.

Her thirst for knowledge and leadership led her to pursue graduate studies at Western Leyte College, where she completed the academic requirements for her Masters of Education specializing in School Administration and Supervision. She is currently finishing her Master's degree of Arts in Education major in Administration and Supervision at Western Leyte College of Ormoc City.

Mrs. Enghoy's passion for education is reflected not only in her academic and professional credentials but also in her unwavering dedication to shaping young minds and uplifting her local community. Her extensive experience in both teaching and administration has been shaped by a deep commitment to community service, academic development, and nurturing the potential of every learner. Guided by integrity and compassion, she remains steadfast in her mission to inspire, lead, and create meaningful impact through education.

This thesis is a testament to her perseverance, intellectual curiosity, and desire to contribute meaningful insights to her field. Her work is inspired by her community, personal experiences, and an unwavering belief in the power of education to transform lives.

“This author's journey reminds us that education is not a destination, but a ladder—each step a triumph of will, each rung a promise of growth.”