

Instructional Supervisory & Leadership Skills of School Administrators and Performance of Elementary Teachers

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Abstract — This study determined the significant relationship between the Instructional supervisory & leadership skills of School Administrators and Performance of teachers in District 1 in the Schools Division of Ormoc City. A proposed Instructional Supervisory plan was formulated based on the result of the study. A descriptive-correlational technique is used in the research design for the study on the leadership and instructional supervision abilities of school administrators and teacher performance. This design works especially well for analyzing the link between two variables: teacher performance and the instructional supervision and leadership abilities used by school administrators. Using surveys and observational techniques to document how these styles appear in practice, the descriptive component will offer a thorough explanation of the many leadership philosophies seen in the educational setting. The study intends to create a thorough grasp of the instructional leadership environment by collecting contextual information from the schools and teachers demographic data. The Test of Relationship, which examines the correlation between two sets of variables: (1) Leadership Style and IPCRF (Individual Performance Commitment and Review Form) of Teachers, and (2) IPCRF of Teachers and Academic Performance of Learners. Pearson's correlation coefficient (r) and a t-test were utilized to determine whether there were statistically significant relationships between these variables at the 0.05 level of significance. The results revealed that both relationships are statistically significant, though they differ in strength.

For the first pair of variables—Leadership Style and IPCRF of Teachers—the computed r -value, indicating a very strong positive relationship. This high correlation suggests that the more effective and supportive the leadership style (e.g., transformational, transactional, or laissez-faire), the better the performance of teachers as measured by their IPCRF scores. The t -value which exceeds the table value confirms the statistical significance, leading to the rejection of the null hypothesis. This implies that leadership practices significantly influence teacher effectiveness, motivation, and professional outputs.

In contrast, the second relationship—IPCRF of Teachers and Academic Performance of Learners—produced an r -value, indicating only a weak correlation between the two variables. Nonetheless, the computed t -value still exceeded the table value resulting in the rejection of the null hypothesis. This means that although the relationship is statistically significant, the strength of association is weak. While teacher performance (as measured by the IPCRF) does contribute to learner academic outcomes, other variables—such as home environment, learner motivation, and instructional resources—may have a more direct impact.

The implications of these findings are noteworthy. The very strong relationship between leadership style and teacher performance emphasizes the critical role of school heads in shaping teacher effectiveness. Effective leadership fosters a productive teaching environment, professional collaboration, and accountability, all of which translate into higher IPCRF scores. On the other hand, the weak relationship between teacher performance and learner academic achievement suggests that student success is a multifaceted outcome, requiring comprehensive support systems beyond just classroom instruction. This underscores the importance of holistic school improvement strategies that address both teaching quality and student needs.

Keywords — Instructional Supervisory & Leadership Skills, School Administrators, Performance Teachers

I. Introduction

The role of school administrators has evolved from being merely managers to educational leaders who provide instructional guidance. Exploring the skills required for effective instructional supervision can help redefine and enhance leadership practices in schools. Effective supervision can improve teacher job satisfaction and retention rates. Investigating how administrators can support teachers through their supervisory practices can lead to a more stable and motivated teaching workforce. This topic provides a framework for evaluating the effectiveness of school administration. By analyzing the correlation between supervisory skills and teacher performance, schools can establish benchmarks for success and identify best practices.

School heads are key leaders in our educational system, as emphasized by Muring (2014). They are in charge of carrying out the school's vision and mission and play significant roles in ensuring that schools run smoothly. They are involved in every aspect of the school's operation and in charge of providing direction in developing and implementing all educational programs and projects at the school. They are essential in achieving the goal of the Department of Education (DepEd) which is providing high-quality basic education.

According to Republic Act No. 9155, Chapter 1 Section No. 7, Letter E, Paragraph 3, school heads shall have the Authority, Responsibility, and Accountability (AuRA) in managing all school concerns following national educational policies, plans, and standards. As a result, the school's success is determined by the type of principal it has. It simply means that the school principals have responsibilities that include, but are not limited to, leadership, management, teacher evaluation, and student discipline. Furthermore, an effective school head or principal must have leadership qualities such as providing Technical Assistance (TA) to teachers who require it. It can take the form of mentoring, coaching, training, and workshops, answering questions, leading a team, sharing opinions, correcting, and editing proposals and correspondences, and so on. In relation to teachers' instructional performance, Kamotho et al. (2019) discovered in their research that teachers are the backbone of any educational activity, particularly given the importance of their job performance. Performance must be goal oriented or goal relevant. Furthermore, as stated in Teachers Service Commission (2015), teacher job performance, is the set of duties that a teacher

performs to achieve the school's goals at a specific time in the school system. This includes timely coverage of the syllabus, proper pedagogical skills, and regular school and class attendance. Teachers' performance is linked to student outcomes as a product of education

The reason for choosing the topic Instructional Supervisory Skills of School Administrators and Performance of Teachers is significant for several reasons. First, school administrators play a crucial role in shaping the educational environment. Their instructional supervisory skills directly influence teacher performance, which in turn affects student learning outcomes. Understanding this relationship can lead to improved educational practices. By examining the supervisory skills of school administrators, it becomes possible to identify areas where professional development is needed. This can help in designing targeted training programs that enhance the leadership capabilities of administrators, ultimately benefiting the entire school.

Understanding the supervisory and Leadership skills of school administrators can highlight disparities in support provided to teachers, which may contribute to educational inequities. Addressing these disparities is crucial for ensuring that all students receive high-quality education. While there is existing literature on both instructional supervision and teacher performance, there may be a gap in research that explicitly connects these two areas in the context of the current educational landscape. Your research could fill this gap and contribute valuable insights.

By exploring the interplay between instructional supervisory skills and teacher performance, this topic can lead to actionable strategies for enhancing educational quality and promoting an environment where both educators and students can thrive.

Due to the crucial role that school administrators play in determining the educational outcomes of their institutions, the researcher has decided to concentrate on the study of teachers' performance and the instructional supervisory and leadership skills of school administrators. The researcher hopes to get important insights that can improve administrative procedures and instructional efficacy by investigating the ways in which administrators' leadership and supervision styles affect teacher performance.

This study determined the significant relationship between the Instructional supervisory & leadership skills of School Administrators and Performance of teachers in District 1 in the Schools Division of Ormoc City. A proposed Instructional Supervisory plan was formulated based on the result of the study.

Specifically, this study sought to answer the following questions:

1. What is the extent of Instructional supervisory & leadership skills 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 performance of elementary teachers based on IPCRF?
3. Is there a significant relationship between the Instructional supervisory & Leadership skills and performance of teachers in terms of IPCRF?
4. What Instructional Leadership plan can be proposed based on the findings of the study?

Statement of Hypothesis

There is no significant relationship between the Instructional supervisory & Leadership skills and performance of teachers in terms of IPCRF.

II. Methodology

Design. A descriptive-correlational technique was used in the research design for the study on the leadership and instructional supervision abilities of school administrators and teacher performance. This design was especially effective for analyzing the relationship between two variables: teacher performance and the instructional supervision and leadership abilities employed by school administrators. Surveys and observational techniques were utilized to document how these leadership styles manifested in practice. The descriptive component provided a comprehensive explanation of the various leadership philosophies observed in the educational setting. The study aimed to develop a deeper understanding of the instructional leadership environment by collecting contextual information from schools and demographic data from teachers. The main locales of the study were the selected Elementary School in the Ormoc City District 1 in the Schools Division of Ormoc City, Leyte. The respondents of the study were the 3 school heads, 50 teachers. The information for the analysis was gathered using two (2) distinct survey instruments: one to gauge school heads' levels of transformational, transactional, and laissez-faire leadership styles, and another to assess teachers' levels of intrinsic and extrinsic satisfaction. The assessment of the school head's leadership style by teachers was conducted through the use of the Multifactor Leadership Questionnaire (MLQ) developed by Avolio and Bass in 1991. The survey consisted of 21 items using a 4-point Likert scale, which asked participants to rate their principals' leadership styles in terms of three categories: transformational, transactional, and laissez-faire. The scale ranged from 4 (frequently), 3 (often), 2 (occasionally), to 1 (never). The proposed Instructional Supervisory Plan was taken based on the findings of the study.

Sampling The respondents of the study were the 2 School heads and 50 teachers to the selected Schools in Ormoc City District V in the Schools Division of Ormoc 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 sought permission from the Office of the Schools Division Superintendent through a Transmittal Letter. The same letter content was provided to the Public School District Supervisor, School Principal, and the teachers under whose care the respondents were assigned. The researcher distributed the survey questionnaires to the School Heads to be answered by the teachers. After one month, the questionnaires were retrieved, consolidated, and subjected to statistical treatment using Pearson’s r . The data were collated and submitted for 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, 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 was employed to determine the Instructional supervisory & leadership skills of School Administrators and Performance of teachers.

Pearson r Moment Correlation Coefficient was used to determine the significant relationship between Instructional supervisory & leadership skills of School Administrators and Performance of teachers.

III. Results and Discussion

Table 1
Extent Of Leadership Styles

A.	Transformational Leadership	Weighted Mean	Interpretation
1	The school head inspires teachers to commit to shared educational goals.	4.00	Very High
2	Encourages innovation and creativity in teaching practices.	3.60	Very High
3	Leads by example in maintaining professional integrity and enthusiasm.	3.50	Very High
4	Fosters a collaborative school culture.	4.00	Very High
5	Recognizes and celebrates the achievements of teachers and students.	4.00	Very High
6	Supports teachers in their professional growth and development.	3.65	Very High
7	Encourages open communication and feedback from staff.	3.40	Very High
	Mean	3.74	Very High
B	Transactional Leadership		

1	Clearly communicates expectations and responsibilities to teachers.	3.70	Very High
2	Uses rewards and recognition based on teacher performance.	4.00	Very High
3	Monitors teacher performance based on set goals.	3.60	Very High
4	Provides corrective feedback when performance standards are not met.	4.00	Very High
5	Uses data to inform instructional decisions and strategies.	3.40	Very High
6	Holds staff accountable for following school policies.	3.50	Very High
7	Implements structured supervision plans and schedules.	3.00	High
	Mean	3.60	Very High
C	LAISSEZ-FAIRE LEADERSHIP		
1	Allows staff to make decisions without much guidance.	3.40	Very High
2	Rarely intervenes in instructional issues unless necessary.	3.40	Very High
3	Gives staff freedom in managing their classrooms and teaching styles.	4.00	Very High
4	Often delegates leadership responsibilities to staff.	3.40	Very High
5	Avoids micromanaging instructional activities.	3.40	Very High
6	Rarely enforces consequences for underperformance.	3.40	Very High
	Mean	3.50	Very High
	Weighted Mean	3.61	Very High

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

This table presents the Extent of Leadership Styles, which explores the degree to which various leadership styles—Transformational, Transactional, and Laissez-Faire—are practiced by school heads in the educational setting. Each leadership style was measured using a set of indicators, with responses rated and interpreted based on a Likert scale. The table reflects the perceptions of teachers regarding how frequently and effectively their school heads demonstrate specific behaviors associated with each leadership style. The overall weighted mean across the three leadership styles is 3.61, interpreted as "Very High."

In terms of Transformational Leadership, the results yielded a mean of 3.74, which falls under the "Very High" interpretation. This suggests that school heads are highly effective in inspiring shared educational goals, fostering a collaborative culture, recognizing achievements, and supporting professional growth. The highest-rated items were related to fostering collaboration (4.00) and inspiring commitment to educational goals (4.00), reflecting strong leadership alignment with transformational principles. However, the lowest score (3.40) was noted in encouraging open communication and feedback, indicating a potential area for improvement.

For Transactional Leadership, the computed mean is 3.60, also rated as "Very High." This indicates that school heads consistently apply performance-based expectations, rewards, and monitoring systems. Items such as using rewards and recognition (4.00) and providing corrective feedback (4.00) ranked among the highest, which underscores the structured, outcome-focused nature of this leadership style. The lowest score (3.00) was recorded for the implementation of

structured supervision plans and schedules, suggesting a possible gap in consistent monitoring practices.

Meanwhile, Laissez-Faire Leadership received a mean of 3.50, likewise interpreted as "Very High." School heads appear to provide significant autonomy to staff, with the highest rating (4.00) given to allowing freedom in classroom management. Items related to minimal intervention and decentralization of leadership responsibilities were also rated favorably. However, consistently scoring items at 3.40 may suggest a tendency toward passive leadership in certain contexts, which could be counterproductive if not balanced with active oversight.

The implications of these findings suggest that school administrators exhibit a well-balanced and generally high level of engagement across leadership styles, with a particular strength in transformational practices. The overall weighted mean of 3.61 ("Very High") indicates that leadership styles are positively perceived and likely contribute to a supportive and well-managed school environment. Nevertheless, targeted improvements in supervision planning and communication could further optimize school leadership effectiveness.

Table 2
Performance Rating of the Teachers

A.	Performance Indicators	Weighted Mean	Interpretation
1	Content Knowledge and Pedagogy	4.60	Outstanding
2	Learning Environment and Diversity of Learners	4.65	Outstanding
3	Curriculum and Planning, Reporting and Assessment	4.58	Outstanding
4	Community Linkages & Professional Engagement	4.62	Outstanding
5	Professional Growth and Development	4.55	Outstanding
	AVERAGE	4.60	Outstanding

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

This table presents the performance Rating of the Teachers, which illustrates the extent of teaching proficiency as evaluated across five key performance indicators. These indicators include Content Knowledge and Pedagogy, Learning Environment and Diversity of Learners, Curriculum and Planning, Community Linkages and Professional Engagement, and Professional Growth and Development. The table uses a Likert scale to assign weighted mean scores to each indicator, along with corresponding qualitative interpretations based on the Department of Education's performance appraisal rubric. The results show a general trend of outstanding performance among the teachers assessed.

The data reveal that "Learning Environment and Diversity of Learners" received the highest mean rating of 4.65, followed closely by "Community Linkages and Professional Engagement" at 4.62. These results suggest that teachers are highly effective in managing inclusive

classrooms and establishing strong relationships with stakeholders, which are critical components of 21st-century education. Meanwhile, "Curriculum and Planning, Reporting and Assessment" obtained the lowest score at 4.58, though it still falls under the "Outstanding" category. This indicates a consistently high level of competence, though it may also point to a slightly lesser emphasis or challenge in managing instructional planning and assessment. Further, "Content Knowledge and Pedagogy" (4.60) and "Professional Growth and Development" (4.55) also garnered outstanding ratings, signifying that teachers not only possess subject mastery but are also committed to lifelong learning. The consistently high scores across all domains emphasize a well-rounded professional competency among the educators, reflecting a robust and highly effective teaching workforce. These ratings also suggest that existing programs for instructional support and teacher development are well-implemented and impactful.

Based on the overall average rating of 4.60, interpreted as "Outstanding", it can be inferred that the teachers exhibit exemplary performance across all assessed indicators. This level of performance contributes positively to the delivery of quality education and student outcomes. The results further imply that the institutional support, such as leadership, peer collaboration, and training, plays a critical role in maintaining high standards of teacher effectiveness. However, continued emphasis on planning, assessment strategies, and reflective practice may further enhance instructional delivery.

Table 3
Test of Relationship

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
Leadership Style and IPCRF of Teachers	0.87	2.995	0.724	Reject Ho	Significant Relationship (Very Strong)
IPCRF of Teachers and Academic Performance of Learners	0.13	2.968	2.224	Reject Ho	Significant Relationship (Weak)

This table presents the Test of Relationship, which examines the correlation between two sets of variables: (1) Leadership Style and IPCRF (Individual Performance Commitment and Review Form) of Teachers, and (2) IPCRF of Teachers and Academic Performance of Learners. Pearson's correlation coefficient (r) and a t-test were utilized to determine whether there were statistically significant relationships between these variables at the 0.05 level of significance. The results revealed that both relationships are statistically significant, though they differ in strength.

For the first pair of variables—Leadership Style and IPCRF of Teachers—the computed r-value was 0.87, indicating a very strong positive relationship. This high correlation suggests that the more effective and supportive the leadership style (e.g., transformational, transactional, or

laissez-faire), the better the performance of teachers as measured by their IPCRF scores. The t -value of 2.995, which exceeds the table value of 0.724, confirms the statistical significance, leading to the rejection of the null hypothesis. This implies that leadership practices significantly influence teacher effectiveness, motivation, and professional outputs.

In contrast, the second relationship—IPCRF of Teachers and Academic Performance of Learners—produced an r -value of 0.13, indicating only a weak correlation between the two variables. Nonetheless, the computed t -value of 2.968 still exceeded the table value of 2.224, resulting in the rejection of the null hypothesis. This means that although the relationship is statistically significant, the strength of association is weak. While teacher performance (as measured by the IPCRF) does contribute to learner academic outcomes, other variables—such as home environment, learner motivation, and instructional resources—may have a more direct impact.

The implications of these findings are noteworthy. The very strong relationship between leadership style and teacher performance emphasizes the critical role of school heads in shaping teacher effectiveness. Effective leadership fosters a productive teaching environment, professional collaboration, and accountability, all of which translate into higher IPCRF scores. On the other hand, the weak relationship between teacher performance and learner academic achievement suggests that student success is a multifaceted outcome, requiring comprehensive support systems beyond just classroom instruction. This underscores the importance of holistic school improvement strategies that address both teaching quality and student needs.

IV. Conclusion

Based on the results of this study, leadership style significantly influences teacher performance, highlighting the crucial role of effective school leadership in fostering professional growth and accountability among educators. While teacher performance also contributes to student academic achievement, its impact appears to be limited, suggesting that other external and internal factors play a more substantial role in shaping learner outcomes. These findings emphasize the need for school systems to invest not only in enhancing instructional leadership but also in adopting a more holistic approach that supports both teachers and learners through comprehensive, community-based, and learner-centered strategies.

V. Recommendations

Based on the findings of this study, the following recommendations are proposed to for each stakeholder group based on the Instructional supervisory & leadership skills of School Administrators and Performance of teachers:

Teachers should continue to engage actively with school leaders by providing feedback and participating in professional development activities. Embrace the guidance and support offered by administrators to improve teaching practices and student learning outcomes.

School Heads should strengthen instructional supervisory and leadership skills through ongoing training and capacity-building programs. Foster a supportive and collaborative environment that motivates teachers and promotes continuous professional growth to enhance overall teaching performance.

Public Schools District Supervisor should provide regular monitoring, mentoring, and resources to school heads to improve their leadership competencies. Encourage the implementation of best practices in instructional supervision and facilitate sharing of successful strategies across schools in the district.

Parents should stay involved in school activities and maintain open communication with school administrators and teachers. Support leadership initiatives that aim to improve teaching quality and learner achievement.

Researchers should conduct further studies to explore specific leadership behaviors that most effectively enhance teacher performance. Investigate the impact of different instructional supervisory models across diverse school settings.

Future Researchers should expand research to include longitudinal studies on leadership development and its sustained effects on teacher performance and student outcomes. Explore innovative leadership interventions and their scalability in public school systems.

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AUTHOR'S PROFILE



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