

Skills, Functions and Supervisory Relationship to Performance of the Elementary School Teachers in Instructional Planning and Delivery

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Abstract

This study examined whether supervisory skills have a significant relationship between the functions of instructional supervisors, supervisory relationships, and instructional planning and delivery. The study utilized descriptive-correlational Mediation Analysis with the adapted and modifies online survey questionnaire as a primary instrument in gathering the data needed. School heads' supervisory skills were significantly related to the functions of instructional supervisors, supervisory relationships, and instructional planning and delivery. Therefore, the study suggests that school heads should set clear goals for supervision, provide training and support for teachers using technology, and provide professional development and assistance to Instructional supervisors to improve their supervisory abilities.

Keywords: instructional supervisor; supervisory relationship; instructional planning and delivery.

I. Introduction and Background of the Study

The Department of Education (DepEd) has modified four principal domains to improve basic education in the Philippines. These include the evaluation and modernization of the K–12 curriculum, the enhancement of educational amenities, the enhancement of the competencies and skills of teachers and school administrators, and the involvement of all stakeholders. Effective instructional supervision is necessary to support and upgrade teaching practices and improve student learning. Research has found that teacher characteristics significantly affect language and mathematics student achievement. Therefore, the most effective way to improve teachers' teaching competence is through instructional supervision, which assists teachers in developing and improving the quality of the teaching and learning process and environment to improve student learning outcomes.

Education and training are essential for becoming a professional school principal, and supervisors must be knowledgeable about supervision principles and techniques, including academic supervision. This study focuses on the teachers' and school heads' up-skilling and reskilling, using the Results-based Performance Management System to measure teacher performance. In addition, the researcher is interested in determining if supervisory skills have a significant relationship between the functions of instructional supervisors, supervisory relationships, and instructional planning and delivery.

Villegas (2021) found indicators of an education crisis in the Philippines before the outbreak, such as

OECD and TIMSS reports showing Filipino students ranked last in mathematics, science, and reading. From 2013 to 2019, there was a decline in mathematics and science achievement, with only 10% of Grade 5 children passing competency levels. The new norm of increased in-person interactions has led to an educational crisis characterized by substandard modules and materials for distance education. UNICEF estimates that fewer than fifteen percent of school-aged children in the Philippines can read simple texts due to the COVID-19 pandemic. The Secretary of Education, Sarah Duterte, has urged to open the school in the Philippines, which needs a recovery plan to deal with two years of not physically attending.

Classroom supervision assists teachers in achieving their objectives, and classroom observation is one of the methods used to evaluate and enhance instruction. In addition, classroom observation can help teachers become more mindful of their performance and the requirements of their students, and it can generate discourse and interaction within the educational system.

Thus, this study focused on determining if instructional, supervisory functions and relationships significantly mediate the relationship between the assessed supervisory skills and instructional planning and delivery of one hundred twenty (134) public elementary school teachers in San Francisco District, Division of San Pablo City, School Year 2022-2023. The adapted-modified instrument on supervisory skills, functions of an instructional supervisor, supervisory relationship, and instructional planning and delivery were the primary instrument in collecting the data needed in the study.

II. LITERATURE REVIEW

Supervisory Skills

Olcum and Titrek (2015) say decision-making improves companies, solves issues, and influences employees. Teachers will behave well if the administrator makes intelligent decisions. Decisions guide action and responsibility. However, a principal's chaotic and authoritarian decision-making would harm teachers' approval. Teacher performance will also suffer from principal negative responses.

Oosterlynck (2011) argues that planning is essential because it clarifies roles and responsibilities and shows how individual efforts contribute to achieving institutional objectives. With this knowledge, staff will be able to make better use of their time and resources. Consequently, they would need to do more to do their jobs, squandering time and effort.

According to Valdez, Shoho, and Rangel (2020), principals' support for teacher professional development depends on their perception of PD's value, alignment with school goals, resource availability, teacher motivation, collaboration, and feedback mechanisms. Therefore, principals should evaluate these elements and actively promote teacher professional development to create a pleasant and supportive environment.

Khanal (2018) states, "principal leadership at schools serve a significant role in academic achievement through its impact on instructors' perceptions, attitudes, and behaviors." The top leader of a school plays a similarly crucial role in promoting the creativity and development of students and faculty. Due to their prominent standing in the school, principals must take the initiative in developing a well-thought-out personnel management plan.

Functions of Instructional Supervisor

According to Ajani (2013), instructional monitoring improves the educational experience for the student. Effective educational institutions need instructional supervision. In addition, coaching is officially meant to directly alter teacher conduct to help students learn and accomplish school objectives. Supervisors may increase learning by reinforcing and improving teaching approaches.

The systematic study emphasizes the importance of planning functions in determining teacher effectiveness and student outcomes, such as instructional planning, curriculum planning, and setting performance goals. Principals prioritizing these planning functions foster a nurturing climate that fosters

teacher development and improves instructional practices. The evaluation emphasizes the critical role of principals in molding teacher job performance and, ultimately, student achievement by emphasizing the necessity of planning (Quek and Kiat, 2020).

Ekpoh et.al. (2015) found that teacher job performance affected administrators' workshops and classroom visiting strategies. Principals that manage teachers well will boost their performance. Thus, secondary school administrators must use supervisory tactics to help instructors improve their teaching and schoolwork. Thus, these strategies are crucial to instructors' job effectiveness and student academic accomplishment.

Ujah (2016) argues that a trustworthy record is one in which all relevant facts are documented or written correctly and honestly. This is achievable if actions and occurrences are documented without being slowed down or put off. Whoever is responsible for writing reports at the school ought to do it carefully. Better maintaining records and delivering correct information might result from reports being written only partly or points being wiped out. Timely and accurate recording of academic activities is essential. Giving yourself plenty of time to write reports and preserve records while utilizing proformas is important to avoid making mistakes.

Supervisory Relationship

According to a study by Ghavifekr and Ibrahim (2014), the supervisory practices of department heads were associated with teachers' motivation, which in turn affected their job performance. This leads Yukl (2010) to conclude that an instructional supervisor must be competent and capable of encouraging and motivating subordinates to achieve and perform better. Therefore, instructors motivated by their principals' instructional and supervision practices will be motivated to perform well.

Teachers at schools with high rates of student poverty had a larger correlation between principal-teacher connections and teacher performance, according to research by Waters et al., 2022. This shows that rapport between the administrator and teachers may be especially crucial in high-stakes classrooms. This study's results imply that positive connections between principals and teachers have a significant impact on the effectiveness of educators. Teacher job satisfaction, teacher engagement, and student accomplishment all improve when administrators and teachers have strong, mutually supportive relationships.

Chen, Zhang, and Zhang (2020) found that supervisor support is positively related to innovative work behavior, and this relationship is mediated by trust in the supervisor and affective commitment. Supervisor support can create a safe and supportive environment, provide employees with the resources they need and motivate them to be innovative. Trust in the supervisor is an important mediator of the relationship, and affective commitment is another important mediator. Organizations can increase innovative work behavior by providing supervisor support, creating a culture of trust and affective commitment, and celebrating employee successes.

According to the study by Lau & Chan (2019), Teachers with high self-efficacy are more likely to be motivated to teach, put in effort, and persist in facing challenges. In addition, a study found that teachers who reported having supportive supervisors were more likely to report higher levels of self-efficacy due to their support, encouragement, and feedback. This suggests that supervisors play an important role in promoting teacher self-efficacy, helping teachers believe in their ability to succeed and improve teacher performance.

Social support is crucial for handling more work, according to Avanzi et al. (2018). When people work together to achieve tasks, the weight of doing so is shared, and the stress of doing so is reduced because of the positive experiences shared by supportive mentors, colleagues, or team members.

Instructional Planning and Delivery

According to Barroga's (2020) research, developing a standardized classroom observation tool wasn't meant to add more work for teachers but rather to help them with lesson preparation and other aspects of their jobs. Being professional is essential. This would allow educators to take stock of their practice, pinpoint areas

for improvement in the classroom, and launch new initiatives that ultimately benefit kids. They recognize that the primary goal of the classroom observation exercise was to enhance the quality of instruction. Teachers may use it as a benchmark against which they can evaluate their own work and develop strategies for growth, which ultimately raises the bar for their level of education and expertise. Teachers were boosted in self-esteem after post-conferences in which administrators lauded their accomplishments. Purposeful action is taken. An effective educator knows how to use digital tools. Post-lesson talks between teachers and students also benefit the administrator of the school. As a consequence, they are able to form a connection based on mutual understanding and trust.

Falco (2013) suggests using the course's learning goals to establish its teaching and learning activities as evaluation assignments. The ALOA approach requires assessment task results to match learning outcomes to ensure accurate course assessment.

They found the same thing at a university in New Zealand. Schaddelee and McConnell (2018) looked at the results of a new program at Otago Polytechnic that implemented an Interdisciplinary Learning 9 curriculum focused on interdisciplinary projects for first-year Bachelor of Applied Management students. Researchers gathered first-year students' impressions of the program's participation via questionnaires. They found that involvement increased when the multidisciplinary initiatives were well-organized and carried out. The relevance of well-organized, theme-based transdisciplinary units in meeting students' needs and achieving learning goals has been stressed by other scholars.

According to Abimbola (2016), who has written extensively on the value of curricular resources for educators, instructional materials exist primarily to improve the quality of teaching and learning. He said that the availability of such resources would limit instructors and would have to resort to improvising in order to meet students' needs.

According to studies by Carstens and Mallon et al. (2021), there are benefits and drawbacks to using technology in the classroom. Despite this, the poll findings demonstrate that instructors saw more benefits from technology than drawbacks. Teachers said students were more engaged and motivated when using technology in the classroom. In the future, it would be beneficial if instructors had more individualized training on using technology in the classroom. Educators also felt that more technology-based instruction was needed to foster student autonomy.

In line with the finding, researchers at the University of Texas at Permian Basin (2021) discovered that teachers prioritize differentiation of lesson planning to emphasize the child's importance in lesson implementation. To accommodate individual differences in classroom instruction, lesson differentiation is regarded as one of the most critical aspects of the K-12 curriculum.

III. METHODOLOGY

A. Research Design

This study used descriptive-correlational and Mediation Analysis to analyze the performance of elementary school teachers in planning and delivery. The descriptive method was used to describe a population's characteristics, while the Correlational method attempted to determine the extent of a relationship between two or more variables using statistical data. These methods are appropriate because they focus on instructional, supervisory skills, functions, and relationships towards effective instructional planning and delivery.

B. Respondents of the Study

The respondents of the study were the selected one thirty-four (134) public teachers, which represented the sample size of teachers currently affiliated with eleven (11) public elementary schools in the San Francisco District Division of San Pablo City for the school year 2022-2023. The majority of respondents were from Don Enrique Bautista Elementary School (DEBES), which

accounted for 26. On the other hand, the least number of respondents were affiliated with Atisan Elementary School, which had four instructors.

C. Instrumentation and Data Collection

The researcher used a survey instrument to measure the relationship between skills, functions, and supervisory relationship and teachers' performance in instructional Planning and delivery. The questionnaire was divided into five parts: respondent's profile, perceptions about the school head's supervisory skills, perceptions about the school head's function, perceptions about the school head's relationship, and perceptions about the Teacher's performance in instructional Planning and delivery. In addition, validation was conducted by one principal, school head, master teacher, and English expert to ensure the quality of statements and alignment with the subject matter under the study.

D. Data Analysis

In analysis and interpretation of data obtained, the following scales and coding format were used. Mean and standard Deviation was used to determine the skills, functions and supervisory relationships and the performance of the teacher-respondents in the instructional planning and delivery. In proving the relationship between the independent variable, dependent variable, and the mediating variable set in the study, Pearson Product Moment Correlation is to be used. Mediation Analysis was employed to determine the functions of instructional supervisors and supervisory relationship significantly mediate the relationship between the assessed supervisory skills and instructional planning and delivery.

IV. Results

This section presents the teachers' description on the extent of supervisory skills, functions of instructional supervisors, supervisory relationship and instructional planning and delivery.

A. Supervisory Skills

Table I. Extent of Supervisory Skills

Subscales	Mean	SD	Interpretation
Decision-Making	4.70	.23	Highly Practiced
Planning and Organizing	4.67	.21	Highly Practiced
Promoting Optimal Performance	4.71	.21	Highly Practiced
Professional Knowledge and Expertise	4.70	.27	Highly Practiced
Overall	4.70	.23	Highly Practiced

The table provides the extent of supervisory skills based on different indicators. The principal highly practiced all indicators including Decision-Making, Planning and Organizing, Promoting Optimal Performance, Professional Knowledge and Expertise.

This indicates that the principal has a very high level of competency in decision-making, planning and organizing, fostering optimal performance, and professional knowledge and expertise. The table reveals that the principals have consistently exhibited a high level of supervisory abilities across numerous metrics, suggesting their good competency in their supervising jobs. Similarly, they have the required talents and abilities to effectively lead and manage others. James and Massiah (2019) found that academic supervision can be an effective way to improve teacher performance, but only if it is done in a supportive and collaborative way. The study looked at a sample of 100 teachers who were randomly assigned to either a group that received academic supervision or a control group that did not. The study found that the teachers in the

supervision group had significantly higher student achievement gains than the teachers in the control group, were more satisfied with their jobs, and were more likely to report feeling supported by their supervisors.

B. Functions of Instructional Supervisors

Table II. Extent Functions of Instructional Supervisor

Subscales	Mean	SD	Interpretation
Planning	4.60	.25	Extremely Manifested
Classroom Visits	4.64	.24	Extremely Manifested
Writing Reports	4.66	.19	Extremely Manifested
Overall	4.63	.23	Extremely Manifested

Based on the table above, the instructional supervisor demonstrates an extremely manifest level of performance in all the listed functions: Planning, Classroom Visits, and Writing Reports. It indicates a high level of competence, effectiveness, and support for teachers, leading to improved student outcomes and a positive school environment. An instructional supervisor with extremely manifested functions possesses several key qualities and abilities. These include strong planning skills, proactive classroom visits, effective report writing, analytical and evaluative skills, leadership and collaboration, knowledge and expertise, professionalism and integrity, and a commitment to their role and responsibilities. These qualities and abilities contribute to their effectiveness in supporting teachers, improving instructional practices, and promoting positive student outcomes.

According to the findings of Kalule and Bouchamma (2014), instructional supervisors who gave feedback, coaching, and mentoring were more likely to have instructors who reported feeling supported and making changes in their teaching practices. The study also discovered that instructional supervisors who fostered a supportive atmosphere had more instructors who were pleased with their work.

These data imply that instructional supervisors can considerably impact teacher instructional methods and satisfaction. Furthermore, instructional supervisors can assist instructors in becoming more effective educators by offering feedback, coaching, mentorship, and a supportive environment.

C. Supervisory Relationship

Table III. Extent of Supervisory Relationship

Subscales	Mean	SD	Interpretation
Safe Base	4.61	.22	<i>Highly Observed</i>
Supervisor Commitment	4.62	.22	<i>Highly Observed</i>
Trainee Contribution	4.64	.23	<i>Highly Observed</i>
External Influences	4.57	.23	<i>Highly Observed</i>
Supervisor Investment	4.58	.25	<i>Highly Observed</i>
Overall	4.60	.23	<i>Highly Observed</i>

The overall extent of the supervisory relationship is highly observed. It indicates a strong and supportive relationship between the supervisor and trainee, characterized by

safe base, supervisor commitment, trainee contribution, external influences and supervisor investment. It can be concluded that the supervisory relationship is highly positive and effective, with both the supervisor and trainee actively engaged and invested in each other's growth and development. Additionally, this can lead the school to a variety of positive changes, including improved teaching practices, a culture of professional growth, increased teacher morale, enhanced collaboration, positive student outcomes, and access to professional development opportunities. These changes can contribute to the overall success and effectiveness of the school community. A study by Jackson, Davison, Adams, Edordu, & Picton (2019) found that the quality of the supervisory relationship is a key factor in the success of professional learning. Supervisors who are supportive, collaborative, and provide clear expectations are more likely to have supervisees who are engaged in their professional learning and report feeling supported and satisfied with their professional development. The study also found that the quality of the supervisory relationship is influenced by the supervisor's and supervisee's individual characteristics, such as their personality, values, and beliefs. Therefore, it is important for supervisors to be aware of the importance of the supervisory relationship and to take steps to develop and maintain positive relationships with their supervisees.

D. Instructional Planning and Delivery

Table IV. Extent Performance of the Teacher-respondents in Instructional Planning and Delivery

	Subscales	Mean	SD	Interpretation
The table provides a summary of	Alignment with Learning Goals	4.57	.23	Outstanding
	Accurate Representation of Content	4.57	.22	Outstanding
	Lesson and Unit Structure	4.60	.22	Outstanding
	Use Variety of Instructional Activities	4.54	.23	Outstanding
	Use Variety of Contextual Information	4.53	.21	Outstanding
	Use of Technology	4.46	.30	Very Satisfactory
	Instructional Practice	4.57	.23	Outstanding
	Overall	4.60	.23	Outstanding

the extent of performance of teacher-respondents in instructional planning and delivery. The teacher-respondents have shown excellent alignment with learning goals, accurate content representation, well-structured lessons and units, and various instructional activities and contextual information. The Use of Technology indicator received a slightly lower mean score of 4.46. The results reflect the teacher respondents' positive and strong instructional planning and delivery performance. These findings indicate that the teachers are implementing effective teaching strategies, facilitating student learning, and creating engaging and well-structured learning experiences in the classroom. According to the research of Alotaibi et al. 2022, educators might use greater help in lesson preparation and delivery. Schools should make it easier for educators to put these ideas into practice. The teachers had a solid grasp of the fundamentals, but they struggled to put them into practice. According to the results, educators require greater guidance and preparation in lesson preparation and delivery.

Table V. Relationship between supervisory skills of the school heads and the functions of instructional supervisors, supervisory relationship and instructional planning and delivery.

Supervisory Skills	Functions of Instructional Supervisors				Supervisory Relationship					Instructional Planning and Delivery						
	F	F	FS	S	S	S	S	S	S	IP	IP	IP	IP	IP	IP	IP
	S1	S2	3	R	R	R	R	R	R	D	D	D	D	D	D	D
				1	2	3	4	5		1	2	3	4	5	6	7
Decision-making	.5 24 **	.5 87 **	.6 28 **	.6 15 **	.6 58 **	.6 07 **	.5 96 **	.6 24 **	.4 85 **	.4 55 **	.4 36 **	.4 16 **	.4 17 **	.3 47 **	.4 29 **	
Planning and organizing	.6 29 **	.5 95 **	.6 91 **	.7 35 **	.7 19 **	.6 84 **	.5 84 **	.6 88 **	.4 99 **	.4 28 **	.4 58 **	.4 19 **	.4 13 **	.3 71 **	.4 09 **	
Promoting optimal performance	.6 79 **	.6 52 **	.7 35 **	.7 30 **	.7 16 **	.7 03 **	.6 78 **	.7 12 **	.5 19 **	.4 76 **	.4 82 **	.4 53 **	.4 21 **	.4 47 **	.4 53 **	
Professional knowledge and expertise	.7 02 **	.6 64 **	.7 50 **	.6 60 **	.7 66 **	.6 97 **	.7 12 **	.7 30 **	.5 58 **	.4 95 **	.4 98 **	.4 82 **	.4 26 **	.4 04 **	.4 19 **	

**. Correlation is significant at the 0.01 level (2-tailed).

As indicated in Table V, there is a significant relationship between the supervisory skills of the school heads and the functions of instructional supervisors, supervisory relationships, and instructional planning and delivery. A positive correlation exists between supervisory skills and functions such as planning, classroom visits, and writing reports. This implies that school heads with stronger supervisory skills are more likely to plan effectively, conduct classroom visits to observe instruction, and provide comprehensive reports.

Furthermore, strong supervisory skills correlate positively with a safe base, supervisor commitment, external influences, supervisor investment, and trainee contribution. This suggests that school heads with better supervisory skills are more likely to establish a trusting and supportive relationship with instructional supervisors, demonstrate commitment to their role, consider external factors that affect instruction, facilitate active participation from teachers and invest time and effort in supporting instructional supervisors. Hallinger and Heck (2019) conducted a study to examine the relationship between principal instructional leadership, trust in the principal, and teacher professional learning in high-performing schools. The findings revealed a positive and significant relationship between principal instructional leadership and teacher professional learning. The implications of this study are significant for educational leadership and school improvement. Principals should prioritize and invest in professional development opportunities to enhance their instructional leadership skills and build trusting relationships between principals and teachers.

Moreover, higher levels of supervisory skills are associated with increased alignment with learning goals, accurate representation of content, effective lesson and unit structure, use of a variety of instructional activities, contextual information, use of technology, and instructional practices. This indicates that school heads with stronger supervisory skills ensure instructional alignment with learning objectives, provide accurate content representation, and promote effective instructional strategies and technology integration. Garca-Morales, Padilla-Meléndez, and Hurtado-Torres (2021) explored the

relationship between distributed leadership, supervisory skills, and teacher work engagement. The findings indicated a positive relationship between distributed leadership and teacher work engagement. Supervisory skills such as effective communication, providing feedback, promoting collaboration, and recognizing and supporting teacher autonomy were positively associated with distributed leadership practices and teacher work engagement. The study's implications are significant for educational leaders, particularly supervisors, who should actively involve teachers in decision-making processes and create a collaborative and supportive environment that encourages shared leadership. Professional development programs should focus on building supervisory skills among educational leaders.

Table VI. Relationship between functions of instructional supervisors and the instructional planning and delivery.

Functions of Instructional Supervisors	Instructional Planning and delivery						
	IPD1	IPD2	IPD3	IPD4	IPD5	IPD6	IPD7
Planning	.490**	.441**	.479**	.460**	.448**	.382**	.398**
Classroom Visits	.510**	.430**	.447**	.418**	.429**	.382**	.382**
Writing Reports	.584**	.549**	.513**	.467**	.425**	.414**	.477**

** . Correlation is significant at the 0.01 level (2-tailed).

The table VI shows the results of a correlation that examined the relationship between the functions of instructional supervisors and the instructional planning and delivery of teachers. The results of the study showed that there is a significant positive correlation between the two variables. This indicates that when instructional supervisors engage in activities such as planning, conducting classroom visits, and writing reports, it tends to result in better alignment with learning goals, accurate representation of content, well-structured lessons and units, varied instructional activities, use of contextual information and technology, and improved instructional practices.

Instructional supervisors may provide advice and comments on the development and implementation of lessons. First, teachers can utilize this data to see where they might improve their lessons. Second, by setting a positive example, they may show teachers how to do things properly in the classroom. Third, teachers can profit from this modeling by learning new ways and approaches to teaching. Third, instructional supervisors can provide teachers with resources such as lesson plans and readings. The materials given here can help with both teacher preparation and delivery.

It is supported by the study of Penuel and Gallagher (2017). They argue that instructional supervisors should establish research-practice partnerships with teachers, provide guidance and support during the instructional planning process, provide feedback and content representation, and assist teachers in developing well-structured lessons and units. They also emphasize the need for ongoing professional learning for instructional supervisors to support teachers in instructional planning and delivery effectively.

Table VII. Relationship between supervisory relationship and the level of instructional planning and delivery.

Superviso	Instructional Planning and delivery
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Supervisory Relationship	Alignment with Learning Goals	Accurate Representation of Content	Lesson and Unit Structure	Use Variety of Instructional Activities	Use of Contextual Information	Use of Technology	Instructional Practice
Safe Base Supervisor	.439**	.367**	.355**	.391**	.370**	.357**	.336**
Supervisor Commitment	.493**	.474**	.447**	.427**	.428**	.402**	.363**
External Influences	.483**	.446**	.412**	.448**	.396**	.395**	.373**
Supervisor Investment	.489**	.470**	.439**	.453**	.396**	.360**	.375**
Trainee Contribution	.697**	.631**	.630**	.592**	.529**	.503**	.528**

** . Correlation is significant at the 0.01 level (2-tailed).

Table VII shows a significant relationship between supervisory relationships and the level of instructional planning and delivery. It indicates that a positive supervisory relationship, characterized by a safe base, supervisor commitment, external influences, supervisor investment, and active trainee contribution, is associated with higher levels of instructional planning and delivery in terms of alignment with learning goals, accurate representation of content, lesson and unit structure, variety of instructional activities, use of contextual information, use of technology, and instructional practice.

In support of this, the study of Harris & Jones 2010 notes that the effectiveness of feedback and professional development in enhancing teacher performance depends on the quality of the feedback, the relevance and alignment of professional development opportunities, and the supportive nature of the supervisory relationship. Supervisors who foster a collaborative and trust-based environment are more likely to facilitate effective feedback and provide meaningful professional development that resonates with teachers' needs and goals.

Table VIII, Mediation Analysis of Functions of Instructional Supervisors to the Relationship between Supervisory Skills and the Level of Instructional Planning and Delivery

Effect	Estimate	SE	95% Confidence Interval		T	p
			Lower	Upper		
Direct	.3055	.1230	.0622	.5487	2.4844	.0142
Indirect	.2839	.1130	.0509	.4989	2.5124	

Total	.5893	.0802	.4307	.7479	7.3512	.0000
95% Confidence Interval						
Interval						
Effect	Estimate	SE	Lower	Upper	T	p
Supervisory Skills --> Functions	.7888	.0562	.6777	.9000	14.0383	.0000
Supervisory Skills --> Instruct. P&D	.3055	.1230	.0622	.5487	2.4844	.0142
Functions --> Instruct. P&D	.3599	.1206	.1212	.5985	2.9834	.0034
SS --> FIS --> IPD	.2839	.1130	.0509	.4989	2.5124	

Table VIII presents a mediation analysis examining the relationship between supervisory skills, functions of instructional supervisors (FIS), and the level of instructional planning and delivery (IPD). The analysis aims to determine if the functions of instructional supervisors significantly mediate the relationship between supervisory skills and the level of instructional planning and delivery. The direct effect represents the relationship between supervisory skills and the level of instructional planning and delivery without considering the mediating role of the functions of instructional supervisors. In this analysis, the direct effect estimate is 0.3055, with a 95% confidence interval ranging from 0.0622 to 0.5487. The t-value is 2.4844, and the associated p-value is 0.0142. This implies that supervisory skills directly and significantly impact the instructional planning and delivery level. This finding highlights the importance of developing and enhancing supervisory skills among instructional supervisors. Investing in training and professional development programs for supervisors can improve their effectiveness in supporting instructional planning and delivery.

Furthermore, the indirect effect represents the relationship between supervisory skills and the level of instructional planning and delivery, mediated by the functions of instructional supervisors. In this analysis, the indirect effect estimate is 0.2839, with a 95% confidence interval ranging from 0.0509 to 0.4989. The t-value is 2.5124. This suggests that instructional supervisors' specific roles and responsibilities play a significant role in translating supervisory skills into effective instructional practices. Enhancing the functions of instructional supervisors, such as providing feedback, mentoring, and professional development opportunities for teachers, can enhance the impact of supervisory skills on instructional planning and delivery.

Based on these results, there is partial mediation in the relationship between supervisory skills and the level of instructional planning and delivery. In addition, the functions of instructional supervisors mediate a significant portion of this relationship, as evidenced by the indirect effect estimate. However, there is still a significant direct effect between supervisory skills and instructional planning and delivery, even when accounting for the mediating role of the functions of instructional supervisors.

Glanz et al. (2007) conducted a study investigating the supervisory practices supporting teacher learning. The findings of the study suggest that several supervisory practices can support teacher learning, including providing feedback, supporting professional development, and creating a supportive work environment. The most effective supervisors can build relationships with their teachers and create a climate of trust and

respect. The study's findings suggest that supervisors can significantly support teacher learning by providing feedback, supporting professional development, and creating a supportive work environment. Other factors that can influence the impact of supervisory practices on teacher learning include the quality of the relationship between the supervisor and the teacher, the teacher's willingness to learn, the availability of resources and support, and the teacher's professional development needs. Supervisors can maximize their practices' impact by considering these factors.

Table IX Mediation Analysis of Functions of Supervisory relationship to the Relationship between Supervisory Skills and the Level of Instructional Planning and Delivery

Effect	Estimate	SE	95% Confidence Interval		t	p
			Lower	Upper		
Direct	.3007	.1359	.0319	.5695	2.2129	.0286
Indirect	.2886	.1299	.0296	.5419	2.2217	
Total	.589	.0802	.4307	.7479	7.3512	.0000

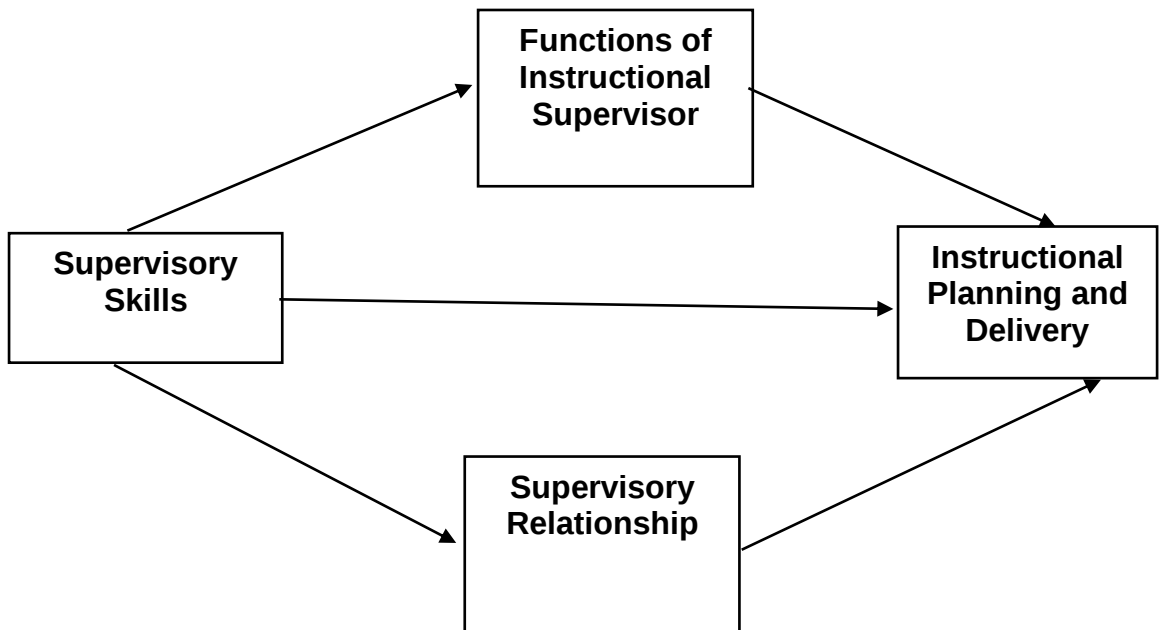
Effect	Estimate	SE	95% Confidence Interval		t	p
			Lower	Upper		
Supervisory Skills --> Relationship	.8733	.0538	.7670	.9797	16.2436	.0000
Supervisory Skills --> Instruct. P&D	.3007	.1359	.0319	.5695	2.2129	.0286
Relationship--> Instruct. P&D	.3305	.1270	.0792	.5818	2.6014	.0104
SS --> FIS --> IPD	.2886	.1299	.0296	.5419	2.2217	

Table IX presents a mediation analysis examining the relationship between supervisory skills, the supervisory relationship, and the level of instructional planning and delivery (IPD). The analysis aims to determine if the supervisory relationship significantly mediates the relationship between supervisory skills and IPD. The direct effect represents the relationship between supervisory skills and IPD without considering the mediating role of the supervisory relationship. The estimate for the direct effect is 0.3007, with a standard error of 0.1359. The 95% confidence interval for the direct effect ranges from 0.0319 to 0.5695. The t-value for the direct effect is 2.2129, and the p-value is 0.0286, indicating that the direct effect is statistically significant. This finding highlights the importance of developing and enhancing supervisory skills among educational supervisors or leaders. Investing in training and professional development programs that focus on improving supervisory skills can lead to improved IPD outcomes.

Moreover, the indirect effect represents the mediating role of the supervisory relationship in the relationship between supervisory skills and IPD. The estimate for the indirect effect is 0.2886, with a standard error of 0.1299. The 95% confidence interval for the indirect effect ranges from 0.0296 to 0.5419. This suggests that the quality of the supervisory relationship partially explains how supervisory skills influence IPD. Therefore,

building strong and supportive supervisory relationships, characterized by effective communication, trust, and collaboration, can enhance the impact of supervisory skills on IPD.

Based on the results, it can be concluded that there is evidence of partial mediation. The direct effect of supervisory skills on IPD is significant, suggesting that supervisory skills directly influence IPD. Additionally, the indirect effect through the supervisory relationship is also significant, indicating that the supervisory relationship partially mediates the relationship between supervisory skills and IPD. Hoque et al. (2020) found that teachers who had positive relationships with their supervisors were more likely to report feeling supported and motivated and use the feedback they received from their supervisors to improve their teaching. Positive supervisory relationships can improve teacher performance for three reasons: feeling supported and motivated, providing constructive feedback, and providing support. The research suggests that supervisory relationships play a significant role in teachers' performance. When supervisors take the time to build positive relationships with their teachers, it can lead to several benefits for both the teachers and the students.



As shown in the proposed model, supervisory skills have an impact in the process of developing and delivering instruction to students. These are the abilities that a supervisor needs to effectively manage and lead their team. Furthermore, Supervisory skills have a relationship to functions of instructional supervisor and supervisory relationship. This means that school heads with stronger skills are more likely to plan effectively, conduct classroom visits and provide comprehensive reports. These functions can help to enhance teachers' instructional planning and delivery. Likewise, school heads with stronger supervisory skills are more likely to establish good relationships with teachers. This relationship is characterized by trust, respect, and collaboration. A positive supervisory

relationship can help to improve teacher morale, motivation, and job satisfaction.

The functions of an instructional supervisor and the supervisory relationship can mediate the relationship between supervisory skills and instructional planning and delivery. An instructional supervisor who is skilled in communication and conflict resolution is more likely to be able to build a positive supervisory relationship with teachers. This positive relationship can then lead to teachers feeling more supported and motivated, which can in turn lead to improved instructional planning and delivery.

Overall, supervisory skills have a significant impact on instructional planning and delivery. By developing supervisory skills, instructional supervisors can help to improve the quality of instruction in the schools. Joyce and Showers (2002) found that instructional supervisors are crucial to teacher professional development. Effective supervisory abilities allow instructional supervisors to build professional development programs that meet instructors' needs. They can arrange teacher-focused workshops, training, and coaching. Supervisors can assist teachers with innovative methods. They can help teachers solve problems, improve, and reflect. Supervisors can also help teachers network during professional development. Supervisors can assess how professional development affects instructors' instruction. Instructional supervisors may advise on lesson creation and delivery. This data can help teachers improve their lessons. Second, they can model classroom behavior for teachers. This modeling gives teachers new teaching strategies. Thirdly, instructional supervisors can provide lesson plans and readings. These materials aid teacher preparation and delivery.

V.LIMITATIONS

A cross-sectional self-report questionnaire, however, did reveal some supervisory relationships. In this study, the supervisory relationship characteristics in a school setting were taken into account. The supervisory model's interpersonal and managerial skills were also not examined in the research. The study's emphasis on supervisory abilities precluded the inclusion of these variables. Furthermore, the teacher's classroom management techniques were not taken into account during the design or delivery of the lesson; only the technical parts of teaching were.

VI.CONCLUSIONS AND RECOMMENDATIONS

Based on the abovementioned findings, the following conclusions are formulated

1. There is significant relationship between the supervisory skills of the school heads and the functions of instructional supervisors; Supervisory relationships; and Instructional planning and delivery. Therefore, the hypothesis is not sustained.
2. There is a significant relationship between the functions of instructional supervisors and instructional planning and delivery. Therefore, the hypothesis is not sustained.
3. There is a significant relationship between the supervisory relationship and the level of instructional planning and delivery. Therefore, the hypothesis is not sustained.

4. The functions of instructional supervisors significantly mediate the relationship between the supervisory skills and the level of instructional planning and delivery. Therefore, the hypothesis is not sustained.
5. The supervisory relationship significantly mediates the relationship between the supervisory skills and the level of instructional planning and delivery. Therefore, the hypothesis is not sustained.

RECOMMENDATIONS

Based on the above findings and conclusions, the following recommendations are given:

1. The results may guide the principal in maintaining a positive relationship and being an effective leader and manager in schools to efficiently support teachers, improve instructional practices, and promote positive student outcomes.
2. Establish clear and stated supervisory goals, such as improving teaching techniques and student outcomes, and give constructive and goal-oriented criticism for external factors. It improves student results, teacher growth, and continual improvement. It also fosters a collaborative, supportive environment for teachers to succeed.
3. More training and support for teachers using technology, especially online programs, is suggested. In the digital era, teachers must know how to use technology successfully.
4. The results suggest that Instructional supervisors may benefit from continual professional development and assistance to improve their supervisory abilities and perform their duties. Supervisor training can improve instructional preparation and delivery, boosting educational quality.
5. Future researchers may be motivated to conduct further studies by employing other variables.

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