

TEACHERS' COMPETENCE AS A MEDIATOR ON INSTRUCTIONAL SUPERVISION OF SCHOOL LEADERS AND ITS IMPLICATIONS TO SCHOOL'S SUCCESS

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Abstract

This study aimed to examine the relationship between teachers' competence as mediator between instructional supervision and school's success in Dapdapan District. The study employed the descriptive correlational design, including 126 teachers in Dapdapan District, Division of San Pablo City teachers during the School Year 2024-2025. In addition, a four-part questionnaire was utilized to determine and interpret the respondents' profile, instructional supervision-related activities, and teachers' competence. The results revealed that the hypothesis stating that there is no significant relationship between instructional supervision and teachers' competence was not supported by the findings of the study when the test of correlation was made and, therefore, not sustained. However, the study's hypothesis that there is no significant relationship between respondents' teachers' competencies and the school's success was supported by the study findings when the correlation test was made, and therefore, not sustained. Furthermore, the hypothesis stating that there is no significant relationship between instructional supervision and the school's success was not supported by the findings of the study when test of the relationship was made and, therefore, not sustained. Moreover, with the hypothesis stating teacher's competence does not significantly mediate in pertaining the relationships between instructional supervision and school's success was supported by the findings of the study.

Keywords: teachers' competence, instructional supervision, school's success

1. Introduction

Instructional supervision and teacher competency are the focal points in pursuing educational excellence in a school setting. As school leaders, instructional supervision aims to enhance and build teachers' competency as well as to monitor and evaluate the effectiveness of different strategies used in the classroom setting.

Effective teaching requires a broad range of knowledge, skills, and dispositions. All of them are under teacher competency. It includes instructional knowledge, interpersonal skills, and commitment to ongoing professional learning and subject-matter expertise. Thus, highly competent teachers can

effectively engage students, differentiate instruction according to activities.

Effective education systems are built on the symbiotic relationship between school performance, instructional supervision by school leaders, and teacher competency. This has significant implications for instructional supervision on school success and how teacher competency acts as a mediator.

Most importantly, instructional monitoring by school administrators helps contribute to teachers' competence. A successful teacher has a vast set of competencies including subject-matter knowledge, assessment practices, classroom management, teaching skills, and people skills. Instructional monitoring by school leaders leverages the lens of teacher competence to offer constructive feedback, pinpoint areas of improvement for teachers, and initiate professional development programs. Furthermore, the intermediary between instructional supervision practice and teacher competence.

Instructional school leaders supervision plays a critical role in ensuring teacher competence and ongoing professional growth. School leaders support teachers to develop their teaching skills, improve areas of deficiency, and uphold research-based practices through focus professional development activities, group discussion, feedback meetings, and observations. Proper instructional supervision is centered on teacher competence, which is also a critical element in rendering the teachers more innovative and effective in the classroom.

Also, the effect of teacher competence as a mediator of instructional supervision has long-term implications that extend beyond personal professional development to encompass more diffuse results related to the general success of schools. Research over and over again indicates that schools with a cohort of effective teachers and exemplary instructional supervision are most likely to experience enhanced student performance, higher graduation rates, and other desirable results. When instructional supervision is synchronized with the needs of teachers and students, it is a spur to pedagogical excellence and organizational performance.

The importance of school leadership is underscored by the interconnectedness of instructional supervision, teacher effectiveness, and overall school success. Effective school leaders need the appropriate knowledge, skills, and mindset to establish robust instructional supervision practices that enhance both teacher performance and student achievement. To lead successfully, one must foster a culture rooted in collaboration, trust, and continuous improvement, using instructional supervision as a means to align and achieve shared goals.

In conclusion, because teacher competency serves as a vital mediator in school leaders' instructional monitoring, it has a substantial effect on academic attainment. When instructional supervisors work with qualified teachers to increase student learning outcomes, promote professional development, and adapt instructional approaches, educational institutions become more effective and vibrant overall. Understanding how teacher proficiency, instructional supervision, and school achievement are all positively correlated, stakeholders may cooperate to create situations where everyone in the school community can flourish. Supervision has a key role in deciding how teaching and learning are carried out in classrooms.

Instructional supervision is also a catalyst for teacher development and enhancement. School administrators, through observing, giving feedback, and mentoring, identify strengths as well as weaknesses in instructional practices among teachers. However, the effectiveness of supervisory feedback is highly contingent on teacher competence. Competent teachers are likely to receive feedback, reflect on instruction, and change instructional practices to enhance student learning. Teacher competence, thus, acts as a key mediator of instructional supervision and its impact on classroom instruction.

The link between instructional supervision and teacher competence has a bearing on the performance of students in schools. High levels of teacher competence enhance the efficacy of instructional supervision in ensuring excellence in education and enhancing student achievement.

Effective teachers utilize supervisory feedback in improving their practices, which in turn improves student motivation, learning outcomes, and academic performance.

Under instructional supervision, school leader-teacher team dynamics are very much dependent on the ability of the teachers. When teachers exhibit high levels of ability, instructional supervision is no longer a hierarchical process of assessment, but a joint discussion to bring about continuous improvement. This collaborative process maximizes the potential for success by the school through the development of a culture of professional learning communities where teachers collaborate in realizing common goals. Additionally, at the classroom level, teacher ability is the source of original thinking and flexibility. Effective teachers are best positioned to incorporate new pedagogical methods, technologies, and instructional strategies into practice. Teacher ability ensures innovative ideas are maximally integrated into classroom instruction, thus enhancing students' learning experience, even as instructional supervision promotes experimentation and implementation of innovative methods. Teacher ability becomes a driving force as an intermediary within instructional supervision by school leaders, with implications for supervisory practices' effectiveness and value on classroom instruction. The outcome of this interaction has far-reaching implications beyond individual classrooms, affecting overall school success and effectiveness. By recognizing the value of teacher ability and developing a culture of continuous professional growth, schools can maximize the synergistic relationship between teacher ability and instructional supervision to maximize student achievement.

Knowledge of the mediating function of teachers' competence in instructional supervision can offer critical information on the process through which supervisory practices result in measurable outcomes in schools. By gaining insight into this connection, teachers and policymakers are presented with the chance to identify ways of maximizing instructional supervision activities, enhance teacher development programs, and ultimately facilitate an environment for learning and institutional success. It is thus the interest of this study to analyze the dynamics of instructional supervision, teachers' competence, and their impact on the success of schools.

1.1 Statement of the Problem

This study attempted to examine the relationship between teachers' competence as a mediator between instructional supervision and school's success in Dapdapan District.

Specifically, it aims to answer the following questions:

1. How do the respondents perceive instructional supervision in terms of:
 - 1.1 lesson planning;
 - 1.2 lesson delivery supervision; and
 - 1.3 assessment practices supervision?
2. How do the respondents perceive teacher's competence in terms of:
 - 2.1 Professional Competencies; and
 - 2.2. Social Competencies?
3. How do the respondents perceive school's success as to:
 - 3.1 Leadership and Governance;
 - 3.2 Curriculum and Instruction;
 - 3.3 Accountability; and
 - 3.4 Management of Resources?
4. Is there a significant correlation between instructional supervision and teacher's competence?
5. Is there a significant correlation between a teacher's competencies and school's success?
6. Is there a significant correlation between instructional supervision and the school's success?
7. Does teachers' competence significantly mediate the relationship between instructional supervision and school's success

2. Methodology

This chapter presented the methods and procedures used by the researcher to come up with the relevant findings of this study. Specifically, it discusses the research design, population and sample, research instrument, data gathering procedure and the treatment of data. This study utilized a descriptive correlational method of research. This design of research attempts to examine the relationship between instructional supervision and school's success in Dapdapan District. The descriptive correlational research design is employed to identify the strength and direction of relationships among variables and to depict conditions as they naturally exist, without any experimental intervention (Creswell & Creswell, 2018). This approach is especially appropriate in educational studies where variables like leadership style, instructional supervision, and student achievement are observed as inherent factors that cannot be ethically or feasibly altered. This study adopted a descriptive-correlational design, which is appropriate for examining and analyzing current conditions by recording, describing, and comparing naturally occurring events without experimental manipulation (Creswell & Creswell, 2018; Ary et al., 2020). Data were primarily collected through a structured survey questionnaire, a common instrument in educational research for gathering perceptual data (Fraenkel et al., 2020). The respondents of this study were 126 teachers from different schools of Dapdapan District. The purposive sampling technique was used to determine the total number of teachers in Dapdapan District from 11 schools as respondents in this study. This research utilized purposive sampling to deliberately select participants from the group of elementary school teachers in the Dapdapan district. As a sampling technique, purposive sampling enables researchers to specifically identify individuals who have particular attributes or experiences relevant to the study's research questions (Etikan, Musa, & Alkassim, 2016; Palinkas et al., 2020). This method helps ensure that the chosen sample consists of those most capable of providing detailed and meaningful insights, thereby improving the richness and relevance of the collected data (Robinson, 2021). By concentrating on this targeted subset, the study enhances its ability to gather information that is both significant and closely aligned with its research goals (Gentles, Charles, Ploeg, & McKibbin, 2020). This study employed a descriptive correlational survey design, utilizing a self-developed questionnaire as the principal tool for data collection. The use of a survey questionnaire enabled the systematic gathering of quantitative data necessary to address the research questions effectively. The questionnaire was thoughtfully divided into four distinct sections to gather comprehensive information from respondents. The first section collected demographic and background information about the participants, including details such as their name, age, gender, years of teaching experience, highest educational attainment, and the specific school to which they are assigned. This profile data provides contextual understanding and aids in analyzing how these factors may relate to other variables in the study. The second section focused on Instructional Supervision, comprising five items designed to evaluate participants' experiences and perceptions regarding supervision practices. Respondents indicated their level of agreement or frequency on a five-point Likert scale, ranging from "never/strongly disagree" (scored as 1) to "always/strongly agree" (scored as 5). This format allowed for nuanced quantitative measurement of supervisory aspects influencing teacher performance. In the third section, the questionnaire assessed both professional and social competencies through five targeted questions. These items were crafted to explore various skills, behaviors, and attitudes expected from teachers in their roles. Utilizing the same five-point Likert scale, respondents rated the extent to which they embody these competencies. This section's design facilitates a structured and measurable understanding of teachers' capabilities beyond technical knowledge, incorporating social skills critical for effective teaching and interaction. The data generated offer valuable insights for tailoring professional development programs aimed at enhancing both pedagogical and interpersonal competencies. The fourth and final section examined key components deemed essential to the success of a school, namely Leadership and Governance, Curriculum and Instruction, Accountability, and Management of Resources. Each component was represented through carefully

constructed statements, which respondents evaluated using the familiar five-point Likert scale. This systematic approach enabled the study to capture perceptions of how these pillars contribute to school effectiveness, providing stakeholders with actionable information to identify strengths and pinpoint areas requiring improvement. To ensure the validity and reliability of the research instrument, it underwent thorough external review by experts in the educational field. The validators recommended revisions such as removing or rewriting certain items and assessing the overall length of the questionnaire to ensure its appropriateness for the target respondents. After incorporating this feedback, the revised instrument was approved for pilot testing.

The pilot test involved 20 teachers from the Dapdapan district with characteristics similar to the intended study population. The resulting data were subjected to reliability analysis using Cronbach's Alpha to evaluate the internal consistency of the instrument. The results were predominantly favorable, indicating a high degree of reliability, although a few items required modification based on statistical recommendations. Following these adjustments and subsequent approval from internal validators and the research adviser, the questionnaire was deemed suitable for full deployment in the study. The descriptive and inferential statistics were used to describe the respondents in the instructional supervision, school's success, and teachers competence. Pearson Product-Moment Correlation (Pearson r) was used to determine the relationship among the instructional supervision, school's success, and teachers' competence related components. Significant relationship was tested at 0.5 level of significance.

3. Results and Discussion

Table 1. Perception of the Respondents on Instructional Supervision in terms of Lesson Planning

Indicators		Mean	SD	VI
1.	checks my lesson objectives if they are evident and attainable	4.69	0.56	<i>Strongly Agree</i>
2.	aids in choosing suitable strategies and learning resources	4.62	0.56	<i>Strongly Agree</i>
3.	gives suggestions for activities that engage students	4.69	0.53	<i>Strongly Agree</i>
4.	solicits challenges in the preparation of work	4.59	0.61	<i>Strongly Agree</i>
5.	provide feedbackon teachers and revise plans later	4.64	0.57	<i>Strongly Agree</i>
Overall		4.65	0.51	<i>Strongly Agree</i>

Legend: 4.50-5.00 (Always/ Strongly Agree), 3.50-4.49 (Often/Agree); 2.50-3.49 (Sometimes/Moderately Agree); 1.50-2.49 (Rarely/Disagree); 1.00-1.49 (Never/Strongly Disagree)

The statistical data presented in Table 1 provides a detailed summary of respondents' perceptions regarding instructional supervision as it relates to lesson planning. The analysis indicates overwhelmingly positive responses across all indicators, with an overall mean score of 4.65, which corresponds to the category of "Strongly Agree" based on the interpretation scale. This finding underscores a high level of satisfaction among teachers concerning the support and oversight they receive from school leaders in the area of lesson planning.

Notably, the highest mean scores of 4.69 were attributed to the indicators: "Checks my lesson objectives if they are evident and attainable" and "Gives suggestions for activities that engage students". These results suggest that school leaders are perceived as proactive in ensuring that teachers' lesson plans are both goal-oriented and engaging, aligning with instructional best practices that prioritize student-centered learning.

The consistently high ratings imply a strong belief among teachers that instructional supervision contributes significantly to the effectiveness of lesson planning. School leaders play a critical role in aligning lesson content with expected learning outcomes. By reviewing lesson objectives and providing constructive input, they help ensure that instructional delivery is both purposeful and results-driven. This process not only strengthens the quality of teaching but also supports students in clearly understanding and achieving the intended learning targets by the end of each lesson.

Additionally, the analysis highlights a remarkable consistency in responses, as evidenced by the relatively low standard deviations, which ranged from 0.53 to 0.61. This limited variability suggests a high level of agreement among respondents regarding their perceptions of instructional supervision practices. The most consistent agreement was noted in the statement, “Gives suggestions for activities that engage students” ($SD = 0.53$), indicating a shared recognition of the value that school leaders place on interactive and engaging teaching strategies. Although the indicator “Prompts feedback on teachers and revise plans later” exhibited slightly more variation ($SD = 0.57$), the difference remains minimal and does not significantly affect the overall pattern of agreement.

Overall, the data reinforces the critical role of school leaders in supervising and enhancing lesson planning processes. Through effective instructional supervision, they help ensure that lesson plans are aligned with curriculum standards, are responsive to student needs, and are designed to maximize educational outcomes. These findings point to the value of collaborative and supportive supervision in fostering a culture of continuous instructional improvement.

Table 2. Perception of the Respondents on Instructional Supervision in terms of Lesson Delivery Supervision

Indicators	Mean	SD	VI
1. assess how lesson delivery aligns with curriculum standards and learning objectives.	4.71	0.57	<i>Strongly Agree</i>
2. Assess the clarity and coherence of teacher instruction during lesson delivery.	4.66	0.56	<i>Strongly Agree</i>
3. measures the level of student engagement and participation during lesson delivery	4.72	0.55	<i>Strongly Agree</i>
4. observes the teacher's ability to manage the classroom environment during lesson delivery effectively	4.74	0.51	<i>Strongly Agree</i>
5. analyze the level of interaction between teachers and students during lesson delivery	4.70	0.51	<i>Strongly Agree</i>
Overall	4.71	0.48	<i>Strongly Agree</i>

Legend: 4.50-5.00 (Always/ Strongly Agree); 3.50-4.49 (Often/Agree); 2.50-3.49 (Sometimes/Moderately Agree); 1.50-2.49 (Rarely/Disagree); 1.00-1.49 (Never/Strongly Disagree)

The data presented in the table above reflects the respondents' perceptions regarding instructional supervision in the area of lesson delivery. Among the various indicators, Indicator 4 received the highest mean score of 4.74 stating “observes the teacher’s ability to manage the classroom environment during lesson delivery effectively”, indicating a strong level of agreement among respondents. This particular result emphasizes the critical role of effective classroom management in ensuring a conducive and efficient learning environment.

High scores in this area suggest that respondents view classroom management not only as a foundational teaching skill but also as a key component of instructional supervision. Educators who demonstrate strong classroom management are typically more successful in maintaining discipline, minimizing disruptions, and promoting active student engagement, all of which are essential for sustaining an effective learning process. These abilities are reflective of a teacher’s overall instructional competence and directly influence student outcomes.

When instructional supervisors or school administrators assess a teacher’s classroom management during lesson delivery, they evaluate the teacher’s effectiveness in establishing and sustaining a structured, respectful, and stimulating learning environment while teaching is underway. This evaluation goes beyond the lesson content itself, encompassing how the teacher addresses student conduct, manages transitions between tasks, fosters student engagement, and implements classroom procedures as they happen in real time.

Moreover, effective classroom management is often indicative of a teacher’s ability to respond flexibly to varying classroom dynamics, make real-time decisions, and remain composed during

challenging situations. These qualities are particularly important in today's diverse and often complex educational settings.

From an instructional leadership perspective, classroom observations offer school leaders valuable insight into how well teachers manage the learning environment. These observations enable school leaders to provide targeted feedback, coaching, and professional development, which in turn can enhance teachers' strategies and improve overall instructional effectiveness. Through consistent supervision and support, school leaders help foster a culture of continuous improvement, ultimately leading to higher-quality teaching and improved learning experiences for students implying to reaching optimum school's success.

Table 3. Perception of the Respondents on Instructional Supervision in terms of Assessment Practices Supervision

Indicators	Mean	SD	VI
1. evaluates the validity and reliability of assessment instruments and procedures.	4.74	0.53	<i>Strongly Agree</i>
2. assess the extent to which assessments accommodate diverse learner needs	4.67	0.55	<i>Strongly Agree</i>
3. evaluates the extent to which assessments align with stated learning objectives and curriculum standards.	4.73	0.50	<i>Strongly Agree</i>
4. develop fair and efficient assessment methods	4.71	0.51	<i>Strongly Agree</i>
5. examines how assessment data is used to inform instructional decision-making and planning.	4.69	0.53	<i>Strongly Agree</i>
Overall	4.71	0.46	<i>Strongly Agree</i>

Legend: 4.50-5.00 (Always/ Strongly Agree), 3.50-4.49 (Often/Agree); 2.50-3.49 (Sometimes/Moderately Agree); 1.50-2.49 (Rarely/Disagree); 1.00-1.49 (Never/Strongly Disagree)

The data summarized in the table provides valuable insight into how respondents perceive instructional supervision in the context of student evaluation. The results demonstrate a high level of agreement across all five indicators, as evidenced by an overall mean score of 4.71 and a relatively low standard deviation of 0.46, indicating strong consistency in responses. Among the evaluated items, the statement "evaluates the validity and reliability of assessment instruments and procedures" received the highest mean score of 4.74 (SD = 0.53). This indicates that instructional supervisors are widely recognized for ensuring that the assessments used by teachers are both trustworthy and accurate. Validity and reliability are critical components of effective assessment, as they ensure that the tools used to measure student learning are fair, consistent, and reflective of actual student abilities. Closely following is the indicator "evaluates the extent to which assessments align with stated learning objectives and curriculum standards." Mean = 4.73 and SD = 0.50. This reflects a strong belief among respondents that supervisors are ensuring coherence between what is taught, what is intended to be learned, and what is assessed. Such alignment is essential for maintaining curriculum fidelity and achieving meaningful learning outcomes. Additional items such as "developing fair and efficient assessment methods" Mean = 4.71, SD = 0.51 and "examining how assessment data is used to inform instructional decision-making" with a Mean = 4.69, SD = 0.53 further illustrate that instructional supervision plays a crucial role in helping teachers adopt equitable and practical assessment strategies. It also highlights the importance of utilizing assessment results to inform instructional planning and improve teaching effectiveness. The narrow range in standard deviations from 0.50 to 0.53 suggests a high degree of agreement among respondents, reinforcing the idea that these supervisory practices are both consistent and well-received across different educational settings. Subsequently, these findings suggest that instructional supervisors are perceived to be actively engaged in promoting high-quality, well-aligned, and data-informed assessment practices. Their support not only enhances the integrity of evaluation processes but also contributes significantly to teacher professional development and improved student learning outcomes.

Table 4. Respondents Perceive Teacher's Competence in terms of Professional Competencies

Indicators		Mean	SD	VI
1.	evaluates the validity and reliability of assessment instruments and procedures.	2.41	1.41	<i>Slightly Competent</i>
2.	assess the extent to which assessments accommodate diverse learner needs	2.78	1.37	<i>Moderately Competent</i>
3.	evaluates the extent to which assessments align with stated learning objectives and curriculum standards.	2.40	1.26	<i>Slightly Competent</i>
4.	develop fair and efficient assessment methods	2.54	1.20	<i>Moderately Competent</i>
5.	examines how assessment data is used to inform instructional decision-making and planning.	2.79	1.17	<i>Moderately Competent</i>
Overall		2.58	1.17	<i>Moderately Competent</i>

Legend: 4-50-5.00-Highly Competent, 3.50-4.49-Substantially Competent, 2.50-3.49-Moderately Competent, 1.50-2.49- Slightly Competent, 1:00-1:49- Not Competent

Table 4 illustrates the respondents' views on teachers' professional competencies, particularly regarding the use of assessment data to guide instructional decision-making and planning. Indicator 5, which measures this specific competency, obtained a mean score of 2.79 with a standard deviation of 1.17, which translates to a verbal interpretation of "Moderately Competent." This finding suggests that although teachers possess some level of knowledge and ability in utilizing assessment data, their application of these skills is not consistently strong across the board. Effectively employing assessment data is vital in contemporary education, as it enables educators to detect students' learning difficulties, modify teaching methods accordingly, and implement focused interventions that address individual learner needs. Such practices are fundamental not only to enhancing student achievement but also to supporting evidence-based instructional approaches (Datnow & Park, 2019).

The moderate competency level reflects a degree of inconsistency among teachers in analyzing and applying data, potentially due to challenges such as inadequate training in data literacy, insufficient institutional backing, or limited time for data-related activities. As Schildkamp and Poortman (2018) emphasize, educators need to develop the necessary skills and mindset to utilize data effectively, which in turn fosters improved teaching efficacy and ongoing professional development.

Furthermore, the meaningful use of assessment data underscores a teacher's role as a reflective individual one who continually monitors student progress and adjusts teaching strategies based on concrete evidence (Mandinach & Gummer, 2016). Enhancing this competency through focused professional development, collaborative data analysis, and sustained instructional coaching can improve individual teacher effectiveness as well as elevate the overall quality of education within schools.

Table 5. Respondents Perceive Teacher's Competence in terms of Social Competencies

Indicators		Mean	SD	VI
1.	collaborate effectively with other teachers to attain common goals	4.66	0.57	<i>Highly Competent</i>
2.	communicate with parents respectfully and effectively	4.74	0.44	<i>Highly Competent</i>
3.	encourage teamwork and positive relationships among students	4.82	0.40	<i>Highly Competent</i>
4.	educate and mentor pupils in fostering an education that aims to reach independent accountability	4.81	0.40	<i>Highly Competent</i>
5.	work harmoniously and steadily with other stakeholders for the improvement of education	4.78	0.42	<i>Highly Competent</i>
Overall		4.76	0.36	<i>Highly Competent</i>

Legend: 4-50-5.00-Highly Competent, 3.50-4.49-Substantially Competent, 2.50-3.49-Moderately Competent, 1.50-2.49- Slightly Competent, 1:00-1:49- Not Competent

The table presents the respondents' perceptions of teachers' social competencies, with Indicator

3 “encouraging teamwork and positive relationships among students” receiving the highest mean score of 4.82 and a standard deviation of 0.40, which corresponds to a verbal interpretation of “highly competent.” This finding highlights the significance of fostering collaboration and positive interpersonal connections as a fundamental component of a teacher’s social skills. Teachers who excel in this area are adept at cultivating an inclusive and supportive classroom climate where students feel appreciated, respected, and motivated to engage both socially and academically. This sense of belonging is strongly linked to higher levels of student engagement, motivation, and ultimately, academic success. Moreover, teachers’ social competencies contribute to reducing behavioral issues and creating a positive learning atmosphere conducive to holistic student growth. Overall, the ability of teachers to foster teamwork and build supportive relationships is a vital aspect of their professional role, directly impacting the social dynamics and learning outcomes within the classroom.

Table 6. Respondents Perceive School’s Success as to Leadership and Governance

Indicators	Mean	SD	VI
1. Ensures strategic policy frameworks exist and are combined with effective oversight, coalition-building, regulation, attention to system design, and accountability within the school.	4.78	0.42	Excellent
2. Facilitates communication between and among school and community leaders for informed decision-making and solving of school community learning problems.	4.68	0.49	Excellent
3. Control the education process and take responsibility for managing the budget, personnel, and curriculum	4.69	0.53	Excellent
4. Provides better programs for the students based on the available resources that directly match student needs.	4.61	0.59	Excellent
5. Provides guidance and direction for all the staff and members to achieve common goals.	4.72	0.47	Excellent
Overall	4.69	0.45	Excellent

Legend: 4.50-5.00- Excellent/Always 3.50-4.49-Very Good/Often, 2.50-3.49- Fair/ Rare, 1.50-2.49- Rarely/Diagree, 1.00-1.49- Poor/Not at All

The table illustrates the respondents’ perceptions regarding the school’s success in terms of leadership and governance, with an overall mean score of 4.69, indicating a strong positive consensus. Notably, Indicator 5, which states “provides guidance and direction for all the staff and members to achieve common goals,” received the highest mean of 4.72 and was verbally interpreted as “Excellent.”

This suggests that teachers recognize and appreciate the crucial role that school administrators play in steering the entire school community toward shared educational objectives. When school leaders successfully align the efforts of faculty and staff around common goals, it fosters a unified and coordinated approach that optimizes the use of time, financial resources, and human effort. Effective leadership and governance involve not only setting strategic policies but also ensuring these frameworks are paired with strong oversight, collaborative partnerships, regulatory mechanisms, thoughtful system design, and accountability structures. These components work together to establish a well-functioning organizational environment that supports both staff performance and student achievement. The integration of these leadership elements contributes significantly to the school’s overall effectiveness by promoting operational efficiency, a positive and supportive school culture, and ultimately, better educational outcomes for students. Teachers perceive that the success of their school is intrinsically linked to the quality and competence of its leadership and governance, which provide the foundation for continuous improvement and sustained school excellence.

Table 7. Respondents Perceive School's Success as to Curriculum and Instruction

Indicators	Mean	SD	VI
1. Organizes the teaching and learning process taking into account existing curriculum requirements and the resources available.	4.74	0.49	<i>Excellent</i>
2. Fosters a process of school-based planning and shared decision-making, involving parents, teachers, and administrators, to improve the educational performance of all students.	4.71	0.51	<i>Excellent</i>
3. Implements programs that are carefully crafted to the attainment of the department's mission, vision, and goals.	4.75	0.48	<i>Excellent</i>
4. Designs instructional materials with highly specific activities focused on methods of teaching and learning.	4.69	0.53	<i>Excellent</i>
5. Plans and develops curriculum by looking at the standards in each subject area and developing a strategy to break down these standards so teachers can teach students by using various instructional materials according to grade level, subjects taught, and available supplies.	4.74	0.48	<i>Excellent</i>
Overall	4.72	0.45	<i>Excellent</i>

Legend: 4.50-5.00- *Excellent/Always* 3.50-4.49-*Very Good/Often*, 2.50-3.49- *Fair/ Rare*, 1.50-2.49- *Rarely/Diagree*, 1.00-1.49- *Poor/Not at All*

Table 7 illustrates the teachers' overall perceptions regarding the school's success specifically in the area of curriculum and instruction. Among the indicators, Indicator 3 which states that the school "implements programs that are carefully crafted to the attainment of the department's mission, vision, and goals" received the highest mean score of 4.75, with a verbal interpretation of "Excellent." This finding highlights the importance of deliberately designing and executing educational programs that are closely aligned with the overarching mission, vision, and strategic goals of the educational department. Such alignment ensures that curriculum development and instructional practices are purposefully directed toward achieving the school's intended outcomes.

When school leaders and teachers collaborate to develop and implement programs that reflect these core institutional aims, they establish a unified and coherent framework for teaching and learning. This coherence facilitates a learning environment that is focused, systematic, and conducive to enhancing student performance. Moreover, it supports ongoing curriculum refinement and instructional innovation, which are essential for responding to evolving educational needs and standards.

The strategic alignment of curriculum and instructional programs with the school's guiding principles not only promotes academic excellence but also reinforces the school's commitment to continuous improvement. This approach enables educators to deliver more meaningful and relevant learning experiences that engage students and support their holistic development.

Table 8. Respondents Perceive School's Success as to Accountability

Indicators	Mean	SD	VI
1. Monitors expected and actual performance, continually addresses the gaps in education, and ensures a venue for feedback and redress.	4.76	0.45	<i>Excellent</i>
2. Makes programs and activities with teachers and stakeholders to sustain continuous improvement and initiatives.	4.74	0.48	<i>Excellent</i>
3. Provides clear, transparent, and inclusive programs for both teachers and learners.	4.76	0.46	<i>Excellent</i>
4. Improves physical environments, classroom settings and/or virtual classroom to support various kinds of learning.	4.74	0.47	<i>Excellent</i>
5. Evaluates and measures the outcomes of every activity, programs, and services and take responsibility to address the feedback.	4.78	0.46	<i>Excellent</i>
Overall	4.76	0.41	<i>Excellent</i>

Legend: 4.50-5.00- *Excellent/Always* 3.50-4.49-*Very Good/Often*, 2.50-3.49- *Fair/ Rare*, 1.50-2.49- *Rarely/Diagree*, 1.00-1.49- *Poor/Not at All*

Table 8 shows the respondents Perceive School's Success as to Accountability. Indicator 5 "evaluates and measures the outcomes of every activity, programs, and services, and take responsibility to address the feedback got the highest mean of 4.78 with and SD of 0.46 and a verbal interpretation of 0.46. Evaluating and measuring the outcomes of every activity, program, and service within a school is an essential process for ensuring continuous improvement, accountability, and the achievement of educational goals. When school leaders and educators systematically assess the effectiveness of their initiatives, they can make data-informed decisions, adapt practices, and ensure that resources are being used efficiently. Taking responsibility for addressing feedback, whether positive or critical, is a crucial part of this process. It shows commitment to responsiveness, transparency, and a focus on improving the educational experience for all stakeholders.

Table 9. Respondents Perceive School's Success as to Management and Resources

Indicators	Mean	SD	VI
1. Handles the employee including their payroll, benefits and trainings.	4.62	0.68	<i>Excellent</i>
2. Makes strategic plan for organizing and using school resources.	4.67	0.59	<i>Excellent</i>
3. Evaluates and maximizes resources for school activities and projects.	4.63	0.59	<i>Excellent</i>
4. Provides and manages transparency, effectiveness and efficiency within the school.	4.67	0.58	<i>Excellent</i>
5. Assigns people on project based on their skills, previous experience, availability, or project budget.	4.68	0.56	<i>Excellent</i>
Overall	4.76	0.41	<i>Excellent</i>

Legend: 4.50-5.00- Excellent/Always 3.50-4.49-Very Good/Often, 2.50-3.49- Fair/ Rare, 1.50-2.49- Rarely/Diagree, 1.00-1.49- Poor/Not at All

Table 9 presents the respondents' perceptions of the school's success in the area of management and resource allocation. Notably, Indicator 5, which states that the school "assigns people on projects based on their skills, previous experience, availability, or project budget," received the highest mean score of 4.68, accompanied by a standard deviation of 0.56, and was verbally interpreted as "Excellent."

This result underscores the importance of strategic human resource management within the school setting. Effective management involves thoughtfully assigning personnel to tasks and projects by carefully considering their individual competencies, relevant experience, current availability, and the financial constraints of the project. Such deliberate placement is essential in maximizing staff productivity and ensuring that resources are utilized in the most efficient and impactful manner possible. In a school context, this means that decisions related to assigning teachers to specific classes, appointing members to committees, or allocating personnel to various school programs and initiatives are made with intentionality and precision. These management decisions directly influence how smoothly the school operates and how effectively it can meet its objectives.

By aligning individual strengths and availability with the specific demands of projects and tasks, school leaders foster an environment where staff members are positioned to perform optimally. This approach not only enhances individual job satisfaction but also contributes to the collective success of the institution, ensuring that the school's goals are met through efficient use of both human and financial resources.

Table 10. Relationship between instructional supervision and teachers' competencies

Instructional Supervision	Professional Competencies	Social Competencies	School's Success
lesson planning	-0.056	.506**	.540**
lesson delivery supervision	-0.040	.513**	.493**
assessment practices supervision	-0.078	.482**	.529**

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

Table 10 correlation data presented reveals the important connections between various facets of

instructional supervision and teachers' professional and social competencies, as well as the overall success of the school. Specifically, lesson planning supervision, lesson delivery supervision, and assessment practices supervision were examined in relation to professional competencies, social competencies, and school success.

The findings show moderate to strong positive correlations between instructional supervision components and teachers' competencies, particularly social competencies and school success. For instance, lesson planning supervision correlated positively with professional competencies (.506**) and social competencies (.540**), while lesson delivery supervision and assessment supervision showed similar significant relationships. These results corroborate prior research emphasizing the critical role of instructional supervision in enhancing teachers' pedagogical skills and instructional effectiveness. Glickman, Gordon, and Ross-Gordon (2017) underscore that instructional supervision provides essential feedback and support that enable teachers to improve lesson design, delivery, and assessment practices. Furthermore, Taylor, Fraser, and Fisher (2020) highlight that supervision supports the development of teachers' social competencies—such as collaboration, communication, and relationship building—which are vital for fostering positive classroom environments. The minimal negative correlations observed between lesson planning and professional competencies (-0.056) and lesson delivery and professional competencies (-0.040) could be attributed to contextual or methodological nuances, such as variability in supervision quality or teacher responsiveness. Lomos, Hofman, and Bosker (2011) explain that such subtle discrepancies may arise from differences in how instructional supervision is implemented or perceived by teachers. The strong positive associations (.506 to .540) between instructional supervision and social competencies highlight the integral role supervision plays in cultivating teachers' interpersonal skills. Knight (2018) stresses that instructional supervision extends beyond technical guidance to nurturing collegial relationships and promoting a collaborative school culture. Teachers with advanced social competencies contribute to creating inclusive, engaging, and supportive classrooms that promote student participation and emotional well-being (Wentzel, 2016). Most notably, the correlations between instructional supervision and school success (.493 to .540) affirm the linkage between quality supervision, teacher competencies, and overall school effectiveness. According to Leithwood and Sun (2012), effective instructional leadership, including supervision, significantly impacts student achievement, school climate, and operational efficiency by supporting teacher development. Hallinger and Murphy (2013) further argue that instructional supervision directly influences school success by enabling teachers to implement evidence-based instructional strategies tailored to students' needs. By fostering professional growth in lesson planning, delivery, and assessment, supervisors help teachers address diverse learner requirements, ultimately enhancing educational outcomes and promoting a positive school environment. Moreover, the data indicates that instructional supervision is a vital mechanism for improving both the professional and social competencies of teachers. These competencies, in turn, play a crucial role in driving school success. Therefore, school leaders and policymakers should prioritize comprehensive supervisory frameworks that integrate instructional guidance with support for social skill development to achieve optimal educational outcomes.

Table 11. Relationship between a Teacher's Competencies and School's Success

Teachers' Competence	leadership and governance	curriculum and instruction	accountability	management of resources
professional competencies	-0.088	-0.114	-0.069	-0.035
social competencies	.688**	.683**	.594**	.509**

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

The data in the table examines the significant relationship between teacher's competencies and school's success across multiple dimensions. Based on the correlation coefficients and their statistical significance (indicated by double asterisks), there is clear evidence of significant positive relationships between all social competencies indicators and the school's success. However, it was observed that there was no significant correlation between professional competencies and the school's success which was evident from the negative results of the data.

The correlation coefficients between teachers' professional competencies and the four indicators of school success leadership and governance -0.088, curriculum and instruction -0.114, accountability -0.069, and management of resources -0.035 are all weak and negative, and none of these relationships are statistically significant. This suggests that, within the context of this study, professional competencies of teachers, such as subject knowledge, instructional skills, and assessment capabilities, do not directly correlate with perceptions of the school's overall success in these domains.

This finding might indicate that professional competencies alone, while essential for individual teaching effectiveness, may not sufficiently influence broader institutional outcomes unless they are integrated with other factors, such as leadership quality and collaborative practices. It aligns with prior research by Spillane, Halverson, and Diamond (2004), who argued that isolated teacher skills must be complemented by supportive organizational structures to affect systemic school success. Moreover, the lack of strong correlation could be due to the fact that professional skills are often observed at the classroom level and may not be directly perceived as impacting school-wide governance or resource management.

In stark contrast, the social competencies of teachers show strong, positive, and statistically significant correlations with all four indicators of school success. The coefficients are particularly high for leadership and governance (.688**), curriculum and instruction (.683**), followed by accountability (.594**), and management of resources (.509**).

This robust relationship suggests that teachers' abilities to communicate effectively, collaborate with colleagues, build positive relationships with students and staff, and contribute to a supportive school climate are key drivers of a school's overall success. These competencies likely enhance the school's leadership by fostering a culture of shared vision and collective responsibility, which Leithwood and Jantzi (2008) identify as crucial for effective governance and school improvement.

Similarly, social competencies facilitate better curriculum implementation and instructional practices by promoting collaboration among teachers, encouraging the exchange of ideas, and enabling professional learning communities (DuFour & Eaker, 2009). These competencies also support accountability mechanisms by ensuring transparent communication, constructive feedback, and mutual trust between teachers and administrators (Fullan, 2016).

Furthermore, the significant association between social competencies and the management of resources indicates that interpersonal skills play a pivotal role in optimizing the use of both human and material resources. Teachers who are socially competent can participate more effectively in decision-making processes and teamwork that influence resource allocation, thereby contributing to operational efficiency (Bryk et al., 2010).

The findings underscore the importance of fostering teachers' social competencies alongside their professional skills to achieve holistic school success. While strong professional knowledge and pedagogical expertise are necessary, they appear insufficient on their own to drive improvements in leadership, curriculum delivery, accountability, and resource management. Emphasizing social competencies such as collaboration, communication, and relational trust may create a synergistic effect that enhances all aspects of school functioning.

Consequently, school leaders and policymakers should prioritize professional development programs that cultivate teachers' social skills and promote a collaborative school culture. This approach aligns with contemporary educational leadership theories that emphasize the distributed nature of

leadership and the collective agency of educators as essential factors for sustained school improvement (Spillane, 2006).

Table 12. Relationship between Instructional Supervision and School's Success

Instructional Supervision	Leadership and Governance	Curriculum and Instruction	Accountability	Management of resources
lesson planning	.540**	.545**	.607**	.631**
lesson delivery supervision	.493**	.508**	.556	.485**
assessment practices supervision	.529**	.608**	.684**	.590**

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

Table 12 presents the correlations between different facets of instructional supervision such as lesson planning, lesson delivery supervision, and assessment practices supervision and key indicators of school success, namely leadership and governance, curriculum and instruction, accountability, and management of resources. All correlations reported are positive and statistically significant at the 0.01 level, indicating strong and meaningful associations. The data shows that lesson planning supervision is positively correlated with all four dimensions of school success, with correlation coefficients ranging from .540** for leadership and governance to .631** for management of resources. This suggests that when school leaders actively oversee and guide teachers' lesson planning processes, there is a notable positive impact on how well the school is led and governed, how effectively the curriculum is implemented, how accountability is maintained, and how resources are managed. This relationship highlights that effective lesson planning supervision ensures coherence between instructional goals and school policies, enabling leaders to allocate resources strategically and uphold high standards. According to Robinson, Lloyd, and Rowe (2008), instructional leadership especially in lesson planning directly influences school outcomes by fostering a shared understanding of educational objectives and enhancing organizational alignment.

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Lesson delivery supervision also shows moderate to strong positive correlations across the indicators, with coefficients such as .493** for leadership and governance and .556 for accountability. This indicates that the monitoring and support of teaching practices in the classroom contribute significantly to the overall success of the school.

By observing and supporting how lessons are delivered, instructional supervisors help ensure that teaching methods align with curricular expectations and standards, which improves instructional quality

and promotes accountability. This also reinforces the leadership's capacity to maintain high educational standards and a positive school climate. As Hallinger (2011) notes, instructional supervision during lesson delivery plays a critical role in sustaining teacher effectiveness and fostering school-wide instructional improvement.

The strongest correlations emerge between supervision of assessment practices and school success indicators, especially in accountability (.684**) and curriculum and instruction (.608**). This underscores the critical role that assessment supervision plays in not only monitoring student progress but also in holding teachers accountable and informing curriculum adjustments.

Effective supervision of assessment practices ensures that data on student learning is accurately collected, interpreted, and used to guide instructional planning and decision-making. This process strengthens the school's capacity for accountability and continuous improvement, as highlighted by Mandinach and Gummer (2016), who emphasize that data-driven instruction and assessment are foundational to enhancing educational outcomes and operational efficiency. The consistently positive and significant correlations across all dimensions demonstrate that instructional supervision is a vital driver of school success. Each element of lesson planning, lesson delivery, and assessment supervision contributes uniquely but collectively to building a well-functioning school system. School leaders who actively engage in instructional supervision create conditions that promote high-quality teaching and learning, effective leadership, responsible governance, and optimal resource utilization. This aligns with the distributed leadership model (Spillane, 2006), where instructional supervision serves as a key mechanism linking leadership actions with improved school outcomes.

Table 14. Mediating Effects of Social Competence on Instructional Supervision and School's Success

	coeff	se	t	P	LLCI	ULCI
IS --> SC	0.4444	0.0618	7.1952	0.0000	0.3221	0.5667
SC --> SS	0.5049	0.0747	6.7590	0.0000	0.3570	0.6528
IS --> SS	0.4065	0.0610	6.6646	0.0000	0.2857	0.5272
IS --> SC --> SS	0.2244	0.0591			0.1281	0.3559
Direct effect	0.4065	0.0610	6.6646	0.0000	0.2857	0.5272
Indirect effect	0.2244	0.0591			0.1281	0.3559
Total effect	0.6309	0.0597	10.5595	0.0000	0.5126	0.7491

The results presented in Table 14 demonstrate the mediating role of social competence in the relationship between instructional supervision and school success. Findings reveal that instructional supervision significantly predicts social competence with an interval ranging from 0.3221 to 0.5667. This indicates that enhanced instructional supervision through consistent monitoring of lesson planning, delivery, and assessment positively contributes to the development of teachers' social skills, including collaboration, empathy, communication, and classroom relationship-building. In turn, social competence is shown to predict school success significantly with a confidence interval of 0.3570 to 0.6528. This finding underscores the importance of teachers' social-emotional abilities in fostering organizational effectiveness. Teachers who exhibit high levels of social competence are more likely to contribute positively to aspects of school performance such as leadership and governance, curriculum and instruction, accountability systems, and efficient resource management.

The indirect effect of instructional supervision on school success via social competence is statistically significant, confirming a substantial mediating influence. Meanwhile, the direct effect of instructional supervision on school success remains statistically significant, while the total effect, when

accounting for the mediation pathway, increases to 0.6309. These findings suggest that although instructional supervision independently contributes to school success, its impact is considerably enhanced when teachers' social competence is simultaneously developed.

These results are supported by the work of Jennings and Greenberg (2009), who emphasized that teachers with higher levels of social-emotional competence are better able to manage classroom dynamics, engage students meaningfully, and foster emotionally supportive learning environments. Similarly, Bryk et al. (2010) highlighted the role of "relational trust" among educators as a central component in successful school improvement efforts. Leithwood et al. (2004) further asserted that the relational capacities of teachers significantly contribute to the realization of shared educational goals under effective instructional leadership.

The findings also align with Sahlberg (2011), who noted that collaborative, collegial relationships among school personnel are vital for sustained academic improvement and institutional resilience. As such, this study affirms the critical importance of integrating socio-relational competencies into professional development and supervision frameworks to enhance school-wide success.

In conclusion, the evidence suggests that social competence serves as a significant mediating variable that enhances the relationship between instructional supervision and overall school success. This implies that school leaders should not only focus on the technical dimensions of teaching but also invest in fostering teachers' interpersonal and relational skills. Doing so can lead to more cohesive school communities and improved outcomes for both educators and students.

4. Conclusions

Based on the findings of the study, the following conclusion was formulated:

The hypothesis stating that there is no significant correlation between instructional supervision and teacher's competence was not supported by the findings of the study when the test of correlation was made and, therefore, not sustained. Moreover, the hypothesis that there is no significant relationship between respondents' teacher's competence and school's success was not supported by the findings of the study therefore, not sustained. Likewise, the hypothesis stating that there is no significant relationship between instructional supervision and the school's success was not sustained. Teacher's competence does not significantly mediate in pertaining the relationships between instructional supervision and school's success however social competence as a measure of teacher's competence mediate the instructional supervision and school's success.

5. Recommendations

In the light of the findings and conclusions of the study, the following recommendations are suggested: The school leaders may improve their instructional supervision activities among the teachers. The educational institutions may provide programs that would further hone the teachers' skills and competencies. The teachers may also try to utilize their personal resources for managing resources towards school's success.

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