

SCHOOL ADMINISTRATORS CONTEXTUALIZED INSTRUCTIONAL SUPERVISION ON TEACHERS' PERFORMANCE

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ABSTRACT

This study investigates the impact of school administrators' contextualized instructional supervision on teachers' performance in public high schools within the Don Carlos III District. Utilizing a descriptive correlational research design, data were collected from 70 secondary teachers through structured questionnaires that assessed their perceptions of instructional supervision and self-reported performance. The findings reveal that the overall level of instructional supervision is perceived as effective, with a mean score of 4.40, indicating strong agreement among teachers regarding the support received from administrators. This supervision encompasses clear communication of expectations and constructive feedback, essential for fostering professional growth. Teachers' performance, evaluated with a mean score of 4.45, is categorized as very satisfactory, suggesting that educators feel confident in their abilities to meet professional expectations. Notably, the highest-rated performance indicator is maintaining a conducive learning environment, while areas requiring improvement include interventions for at-risk students. A significant positive correlation (Pearson correlation coefficient of 0.421, $p = 0.001$) between instructional supervision and teachers' performance underscores the importance of effective supervisory practices in enhancing educational outcomes. The study concludes with recommendations for improving communication, increasing classroom observations, and providing targeted support for at-risk students, ultimately aiming to foster a more effective educational environment.

Keyword: *Instructional supervision, teachers' performance, educational leadership, public high schools, professional development, classroom observations*

1. INTRODUCTION

Effective teacher performance is crucial for the overall success of educational institutions, as it directly influences student learning outcomes and academic achievement. Teacher performance encompasses various aspects, including lesson delivery, classroom management, and student engagement. Research consistently shows that enhanced teacher performance is linked to effective instructional supervision provided by school administrators (Ebele & Ofu, 2023). Instructional supervision serves as a vital mechanism through which school leaders can support teachers in their professional development, thereby fostering an environment conducive to high-quality teaching and learning.

Despite the recognized significance of instructional supervision, gaps remain in its effective implementation, particularly in the

Philippine context. Many school administrators lack the necessary training and resources to conduct meaningful supervisory practices that genuinely impact teacher performance. A study by Nalzar (2022) highlights that only a fraction of teachers feel adequately supervised, with many reporting that supervisory practices are often inconsistent and superficial. This inconsistency can lead to a lack of trust between teachers and administrators, ultimately hindering the potential benefits of instructional supervision (Wiyono et al., 2024). The need for a contextualized approach to instructional supervision that aligns with local educational challenges is evident.

Moreover, the challenges faced by school administrators in implementing effective instructional supervision are compounded by external factors such as inadequate support from parents and community stakeholders. Research indicates that many teachers experience

resistance from parents and a lack of cooperation from school communities, which can further undermine supervisory efforts (Manaseh, 2016). Additionally, the administrative workload placed on school heads often distracts them from focusing on instructional leadership, leading to a reactive rather than proactive approach to supervision (Shakuna et al., 2021). These external challenges, coupled with internal issues such as insufficient training and lack of clarity in supervisory roles, create an environment where effective instructional supervision is difficult to achieve. Addressing these multifaceted challenges requires not only targeted training for school administrators but also a concerted effort to engage parents and communities in the educational process. This holistic approach is essential for fostering a supportive environment that enhances teacher performance and ultimately improves student outcomes.

Contextualized instructional supervision involves adapting supervisory practices to meet the specific needs of teachers and the unique challenges faced by schools. This approach recognizes that effective supervision is not a one-size-fits-all model; rather, it must be tailored to the context in which it is applied. Contextualized instructional supervision can include collaborative planning sessions, peer observations, and targeted professional development opportunities designed to address identified areas for improvement (Haramain et al., 2023).

Several studies have explored the dynamics of instructional supervision and its impact on teacher performance both locally and internationally. An international study revealed a strong positive correlation between effective instructional supervision and teacher performance, indicating that enhanced supervisory practices lead to improved teaching effectiveness (Wiyono et al., 2024). In the Philippines, Nalzar (2022) found that adequate and regular supervision significantly influences teachers' motivation and job performance, suggesting that principals who actively engage in instructional supervision create an environment conducive to professional growth. Additionally, research conducted in Ghana emphasized the importance of direct supervision by school heads in enhancing teacher role performance, highlighting specific supervisory practices such as

lesson planning and delivery supervision (Alemayehu, 2008).

The primary objective of this research is to investigate how contextualized instructional supervision by school administrators affects teachers' performance at Don Carlos III District during the school year 2024-2025. This study aimed to identify effective supervisory practices tailored to local needs that can enhance teacher competence and improve overall educational outcomes.

This study was conducted during the school year 2024-2025 at all secondary schools of Don Carlos III District. The findings from this study provides valuable insights into the relationship between instructional supervision and teacher performance within this specific educational context.

2. RESEARCH QUESTIONS

This study generally conducted to improve teachers' performance. Specifically, it sought to answer the following questions:

1. What is the level of school administrators' instructional supervision?
2. What is the level of teachers' performance?
3. Is there a significant relationship between school's administrator's instructional supervision on teachers performance?

3. METHODOLOGY

3.1 Research Design

This study employed a descriptive correlational research design to investigate the relationship between school administrators' contextualized instructional supervision and teachers' performance. The primary objective was to assess the levels of instructional supervision provided by school administrators and the corresponding levels of performance exhibited by teachers. To achieve this, the study utilized quantitative methods, collecting data through structured questionnaires distributed to teachers. This design provided a comprehensive understanding of how contextualized instructional supervision influenced teachers' performance, supporting the development of targeted interventions to enhance educational practices within schools.

3.2. Sampling Method

This study utilized purposive sampling to select the sample schools and participants. Public high schools within the Don Carlos III District were chosen based on specific criteria, including school size, academic performance, and administrative structure. A total of two secondary high schools were selected to ensure diversity in terms of school context. From these schools, all secondary teachers across different subject areas who had experienced instructional supervision practices from the selected administrators were included. The target sample size was approximately 70 teachers, a number deemed sufficient to provide reliable data on supervision practices and teacher performance while allowing for manageable data collection and analysis.

3.3. Data Collection Methods

The study employed a systematic approach to data collection, utilizing both primary and secondary data sources to evaluate the relationship between instructional supervision and teachers' performance. For the primary data collection, the level of instructional supervision was assessed using an adopted questionnaire developed by Nsangong, K. (2023). This questionnaire focuses on various dimensions of instructional supervision practices and was specifically designed to capture teachers' perceptions of the support and guidance they receive from school administrators. By having teachers complete this questionnaire, the study aimed to gather insights into the effectiveness of supervisory practices within their educational context.

In addition to the primary data, teachers' performance was evaluated using a 5-point Likert scale through the Teachers Observed and Given Assistance (TOGA) scale. This self-assessment tool allowed teachers to reflect on their own performance, providing a comprehensive view of their effectiveness in the classroom. Both the instructional supervision questionnaire and the TOGA scale were administered to the teachers, ensuring that their responses would provide a direct correlation between their perceptions of supervision and their self-assessed performance. This dual approach to data collection was designed to yield a rich dataset that would facilitate a thorough analysis of the interplay between instructional supervision practices and teachers' performance.

3.4. Data Analysis Plan

The data analysis plan for this study involved a two-pronged approach, employing both descriptive and inferential statistical methods to evaluate the collected data effectively. Descriptive statistics were used to measure the level of instructional supervision and teachers' performance. By summarizing the respondents' perceptions and self-assessments, descriptive statistics enabled the identification of trends and patterns in instructional supervision practices and teachers' performance levels.

Additionally, Pearson correlation analysis was utilized to determine the relationship between instructional supervision and teachers' performance. This statistical method assesses the strength and direction of the linear relationship between the two variables, providing insights into how changes in instructional supervision practices might influence teachers' performance. The results of the Pearson correlation analysis was interpreted to understand the significance and practical implications of the relationship, thereby contributing to the overall objectives of the study. This combined approach to data analysis ensures a strong examination of the data, allowing for informed conclusions and recommendations based on the findings.

4. RESULTS AND DISCUSSION

Level of Administrator's Instructional Supervision

Table 1 displays the results pertaining to the level of instructional supervision exercised by administrators. These results offer valuable insights into the strengths and areas for improvement in supervisory practices.

Table 1: Level of Instructional Supervision

Instructional Supervision	Mean	QD
The school Principal communicates what the expectations are for planning my teaching.	4.62	SA
The school principal checks my lesson plans and lesson notes to ensure the teaching content is appropriate for each grade level.	4.54	SA
The feedback given to me by the school principal regarding my	4.52	SA

teaching was clear, trustworthy, and timely.		
Interactions among myself and the school Principal are professional and cordial.	4.52	SA
The relationship between myself and the school principal is built on mutual trust.	4.51	SA
I feel my teaching performance has improved based on feedback from the school principal.	4.49	A
I trust the feedback given to me by the school principal regarding my teaching.	4.48	A
The professional development and training I receive is applicable for improving instructional practices.	4.48	A
Students learning has improved after implementing suggested feedback from the school principal.	4.46	A
The school Principal makes me feel confident regarding my teaching.	4.44	A
My lesson plans and lesson notes have improved as a result of the school principals' feedback.	4.35	A
The school principal visits my classroom and provides clear and meaningful feedback.	4.33	A
The school principal follows up to ensure remedial corrections in my teaching are carried out.	4.30	A
The school principal helps me feel relaxed during classroom observation of my teaching.	4.30	A
The school principal meets with me to discuss my classroom performance.	4.19	A
The curriculum provided by the school principal for the subject(s) I teach, help me to plan and teach lessons.	4.19	A
The school principal my classroom to visits to checks on students' learning progress.	4.10	A
<i>Instructional Supervision Overall Mean</i>	<i>4.40</i>	<i>A</i>

Legend:

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.51 – 5.00	Strongly Agree (SA)	Strongly Effective Instructional Supervision

4	3.51 – 4.50	Agree (A)	Effective Instructional Supervision (IS)
3	2.51 – 3.50	Neutral (N)	Neither Effective nor Ineffective IS
2	1.51 – 2.50	Disagree (D)	Ineffective IS
1	1.00 – 1.50	Strongly Disagree (SD)	Very Ineffective IS

Table 1 reveal significant insights into the perceptions of teachers regarding their principals' supervisory practices. The overall mean score for instructional supervision was 4.40, indicating a general consensus among teachers that the supervision provided by school administrators is perceived as effective (Agree). This aligns with research by Glickman (2017), who emphasized the importance of effective instructional supervision in enhancing teaching and learning outcomes.

Among the specific items assessed, the highest mean score was observed for the statement, "The school Principal communicates what the expectations are for planning my teaching," with a mean of 4.62. This suggests that clear communication of expectations by school administrators is crucial in guiding teachers' planning processes. Effective communication has been shown to foster a productive educational environment, as noted by Durlak et al. (2015), who found that clear expectations contribute to higher teacher performance and improved student learning outcomes.

Conversely, the lowest mean score was recorded for the item, "The school principal visits my classroom to check on students' learning progress," with a mean of 4.10. While still falling within the "Agree" range, this score indicates a potential area for improvement. Regular classroom visits are essential for principals to gain firsthand insight into teaching practices and student engagement, as highlighted by Robinson et al. (2021), who argue that such interactions can lead to enhanced instructional quality and improved student outcomes.

The middle mean scores, such as the item "I trust the feedback given to me by the school principal regarding my teaching," which scored 4.48, suggest that while teachers generally trust the feedback they receive, there is still room to bolster this trust through consistent and constructive feedback mechanisms. Building a solid foundation of trust is critical for effective instructional

supervision and can lead to improved teacher performance.

Additionally, the results indicate that while the overall level of instructional supervision is perceived positively, there are specific areas that require attention, particularly in terms of classroom visits by school principals. Strengthening these aspects can lead to enhanced instructional practices and ultimately improve student learning outcomes.

Teachers' Performance

Table 2 illustrates the level of teachers' performance based on the data collected. This table offers important insights into how teachers are performing within the context of the current instructional supervision.

Table 2: Level of Teachers' Performance

TEACHERS' PERFORMANCE			Mean	QD
Keeps an environment conducive to learning.			4.68	SA
Integrates values.			4.67	SA
Maintains order, safety and discipline in the classroom.			4.65	SA
Well-groomed and wears proper uniform.			4.62	SA
Keeps an update and accurate class record of learner's progress.			4.60	SA
Observes and advocates school policies on classroom behavior.			4.57	SA
Keeps and updates SF1 and SF 2 to monitor pupil's profile.			4.57	SA
Encourages pupils to answer in own words at a desired cognitive level.			4.54	SA
Provides activities that show appropriate behavior of individualism, cooperation competition in class interactions.			4.52	SA
Practice fairness in dealing with pupils.			4.52	SA
Listen carefully to pupil's answer.			4.52	SA
Sets lesson objectives with the experiences and capabilities of the learners.			4.51	SA
Present overview of the lesson.			4.51	SA
Selects prepares appropriate instructional materials.			4.49	A
Explains the objectives of the lesson.			4.49	A
Assesses learning by utilizing appropriate assessment tools.			4.49	A
Paces lesson appropriately.			4.48	A
Emphasizes important points.			4.48	A
Encourages maximum learner's participation.			4.48	A
Ask questions to monitor students understanding.			4.48	A
Uses appropriate language to build a healthy pupil's self- concept.			4.46	A
Relate present lesson to previous/future lessons.			4.46	A
Composed relaxed and caring temperament towards the learners.			4.43	A
Begins and ends class on time.			4.41	A
Explains major/minor points with clarity.			4.41	A
Encourages pupils to ask questions.			4.41	A
Has an updated complete and well develop lesson plan.			4.40	A
Acts as facilitator during classroom discussion.			4.40	A
Uses appropriate formative/summative test congruent to the lesson.			4.40	A
Uses motivational techniques that elicit learner's interests.			4.37	A
Wait sufficient time for pupils to answer questions.			4.37	A

Integrates realia (activities used to relate classroom teaching to real life).	4.35	A
Present materials at an appropriate level for pupils and to the purpose of the content/performance standards.	4.35	A
Defines unfamiliar terms, concepts and principles.	4.32	A
Provides timely and appropriate feedback.	4.32	A
Uses non-traditional authentic assessment techniques.	4.29	A
Keeps daily teaching experience journal.	4.29	A
Develop HOTS through the art of questioning.	4.24	A
Provides appropriate intervention activities for the learners at risk.	4.17	A
<i>Teachers' Performance Overall Mean</i>	<i>4.45</i>	<i>A</i>

Legend:

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.51 – 5.00	Strongly Agree (SA)	Outstanding
4	3.51 – 4.50	Agree (A)	Very Satisfactory
3	2.51 – 3.50	Neutral (N)	Satisfactory
2	1.51 – 2.50	Disagree (D)	Unsatisfactory
1	1.00 – 1.50	Strongly Disagree (SD)	Poor

The analysis of teachers' performance reveals a generally positive perception, with an overall mean score of 4.45, categorized as "Agree" or very satisfactory. This suggests that teachers feel confident in their abilities to meet professional expectations within the classroom. The findings align with research by Stronge (2018), which indicates that effective teaching practices significantly contribute to student achievement.

The highest mean score was recorded for the item, "Keeps an environment conducive to learning," with a mean of 4.68. This emphasizes the importance of creating a supportive and engaging learning environment, which has been shown to enhance student motivation and learning outcomes (Fisher & Frey, 2014). A conducive

classroom atmosphere allows students to feel safe and encouraged to participate, ultimately fostering their academic success.

In contrast, the lowest mean score was noted for the item, "Provides appropriate intervention activities for the learners at risk," which had a mean of 4.17. While still within the "Agree" range, this indicates a potential area for improvement. Addressing the needs of at-risk learners is crucial for ensuring equity in education, as highlighted by recent research. For instance, Durlak et al. (2015) emphasize that implementing targeted interventions can significantly improve outcomes for at-risk students, thereby promoting equity in educational settings. Schools should focus on developing and implementing more tailored strategies to support these students effectively, as this approach has been shown to enhance both academic performance and social-emotional development (Robinson et al., 2021).

The middle mean scores, such as "Defines unfamiliar terms, concepts, and principles," which scored 4.32, reflect that while teachers are generally effective in their instructional practices, there is still room for growth in specific areas. Providing clear definitions and explanations is vital for student comprehension and engagement, as supported by recent research. For instance, Hattie (2015) emphasizes that teacher clarity significantly impacts student learning outcomes, highlighting the importance of clear communication in the classroom.

Moreover, the results indicate that teachers exhibit a strong overall performance, particularly in fostering a conducive learning environment. However, attention should be given to enhancing support for at-risk students, which could lead to further improvements in educational outcomes.

Relationship between Instructional Supervision and Teachers' Performance

To explore the connection between instructional supervision and teachers' performance, the following analysis examines the nature and strength of their relationship.

Table 3. Correlation between Instructional Supervision and Teachers' Performance

Independent Variable	Pearson Correlation (R-Value)	Probability (p-value)
Instructional Supervision	0.421**	0.001

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

The analysis of the correlation between instructional supervision and teachers' performance reveals a significant Pearson correlation coefficient of 0.421, with a p-value of 0.001. This indicates a moderate positive relationship between the two variables, suggesting that effective instructional supervision is linked to higher levels of teachers' performance. This finding supports the conclusions of researchers such as Robinson et al. (2021), who found that strong instructional leadership practices are associated with improved teacher effectiveness and student outcomes. Additionally, Durlak et al. (2015) emphasize that effective leadership and supervision can enhance educational practices, further reinforcing the importance of instructional supervision in promoting teacher performance.

Instructional supervision encompasses various aspects, including feedback, support, and the establishment of clear expectations, all of which contribute to improved teaching practices. The significant correlation suggests that as the quality of instructional supervision increases, teachers are more likely to demonstrate effective teaching behaviors, aligning with the work of Glickman (2017), who highlighted that effective supervision promotes professional growth and enhances instructional quality.

While the overall mean scores for both instructional supervision and teachers' performance are positive, indicating a satisfactory level, the correlation emphasizes the importance of continued investment in supervisory practices. Strategies that enhance communication and support from school administrators can lead to improved teacher performance. Research by Tschannen-Moran and Gareis (2015) emphasizes that faculty trust in school leadership is essential for fostering a positive school climate and enhancing teacher performance. Furthermore, Robinson et al. (2021) emphasize that effective leadership practices, including supportive

supervision, are crucial for improving educational outcomes.

Thus, the significant correlation between instructional supervision and teachers' performance underscores the necessity for school administrators to prioritize effective supervision practices. By doing so, they can foster an environment conducive to professional growth and improved educational outcomes.

6. CONCLUSIONS

The findings of this study underscore a significant positive correlation between instructional supervision and teachers' performance, suggesting that effective supervisory practices are vital for fostering high-quality teaching. The overall mean scores indicate that while teachers generally perceive their performance as satisfactory, specific areas, such as interventions for at-risk learners, require further attention.

The highest mean score for maintaining a conducive learning environment highlights its critical role in promoting student engagement and achievement. Conversely, the lowest mean score for providing appropriate interventions signifies a key area where additional support and training are necessary.

In conclusion, by prioritizing effective instructional supervision and addressing identified areas for improvement, school administrators can significantly enhance teachers' performance and ultimately improve student learning outcomes. Investing in these practices contributed to a more effective educational environment, benefiting both educators and students alike. A commitment to fostering strong instructional leadership pave the way for continuous growth and success within the school community.

5. RECOMMENDATIONS

To enhance the effectiveness of instructional supervision and improve teachers' performance, several strategic recommendations can be made. First, school administrators should prioritize enhancing communication and clarity regarding expectations. Regular meetings and professional development workshops can facilitate open dialogue between teachers and principals, fostering an environment of trust and collaboration. This can lead to a more supportive

atmosphere where teachers feel comfortable seeking guidance and feedback.

Second, increasing the frequency of classroom observations by principals is crucial. Such visits allowed administrators to provide timely and constructive feedback, which is essential for professional growth. Research highlights that consistent feedback mechanisms contribute significantly to improving teaching practices and student outcomes. Therefore, principals should integrate classroom visits into their regular supervisory routines.

Additionally, targeted support for at-risk students should be a focus area. The findings indicate that some teachers feel less confident in providing appropriate interventions for these learners. Professional development programs should be designed to equip teachers with effective strategies to support at-risk students, promoting equity in education and improving overall student achievement.

Lastly, it is essential to implement a system for monitoring and evaluating the effectiveness of instructional supervision practices. By seeking feedback from teachers on supervisory methods, administrators can identify areas for improvement and adjust their approaches accordingly. This reflective practice contributed to a culture of continuous improvement within the school.

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