*Original Research Article*

CLASSROOM SUPERVISION OPERATION AND MUTUAL PROCEDURE OF PUBLIC ELEMENTARY SCHOOL TEACHERS

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ABSTRACT

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| This study was conducted to determine the classroom supervision operation and mutual procedure of public elementary school teachers in Manay District, Division of Davao Oriental. This study used the non-experimental quantitative research design utilizing correlational method. The respondents were composed of 130 teachers in public elementary school through the use of universal sampling. The data analysis was the mean, pearson r and regression analysis. The findings revealed that the degree of classroom supervision operation of public elementary school teachers in terms of attentiveness, responsiveness, persuasion, commitment and community building was manifested oftentimes by the teachers. Moreover, the mutual procedure of public elementary school teachers in terms of rewards, active supervision, reflexive and accommodation is high and manifested oftentimes by the teachers. It was found out that there was a significant relationship between classroom supervision operation and mutual procedure of public elementary school teachers in public schools. It showed further that the domains of classroom supervision operation significantly influence mutual procedure of public elementary school teachers. The results suggest that the teachers should develop their classroom supervision operation and mutual procedure, their teaching strategies that they use in the classroom to achieve student’s learning growth and development. |

*Keywords*: Classroom supervision operation, Mutual Procedure, Public Elementary School Teachers, Philippines

1. INTRODUCTION

Mutual procedure is a principle of educational supervision that emphasizes an exchange relationship where, if one party does something for another, there is an expectation of something in return. This concept suggests that subordinates agree to fully comply with the classroom supervision leaders in exchange for rewards, such as recognition of their time and adherence to tasks (Ohemeng et al., 2020). Financial incentives are often used to encourage better performance within this mutual leadership structure for school officials. However, this approach can sometimes lead to conflicts and issues within the educational setting (Lunenburg & Ornstein, 2021). School supervision, in this context, tends to focus on short-term tasks, considering problems to be clear, simple, and technical (Davys & Beddoe, 2020).

In Australia, mutual procedure leadership displays distinct characteristics and behaviors (Sendjaya et al., 2019). According to Papazoglou and Koutouzis (2022), these characteristics include clear organizational structures with a chain of command, dominance, action-oriented approaches, and directive behavior. It is commonly believed that authority lies with the school leader, while subordinates are responsible for preventing chaos and solving problems. Subordinates work within defined boundaries, accepting the school’s goals, structures, and culture. They are considered effective agents of change, helping to prevent conflict. Despite this, all classroom supervision leaders employ this style at different times depending on the situation, but its exclusive use can cause problems. Leaders who adopt this mutual procedure style may be viewed as selfish or manipulative. It often fails to tap into the human need for meaningful work or foster creativity (Oyugi & Gogo, 2019). As a result, subordinates may feel little loyalty to these leaders, as there are few opportunities for creative thought or contributions, leading to resentment, absenteeism, and high turnover (Farrukh et al., 2019).

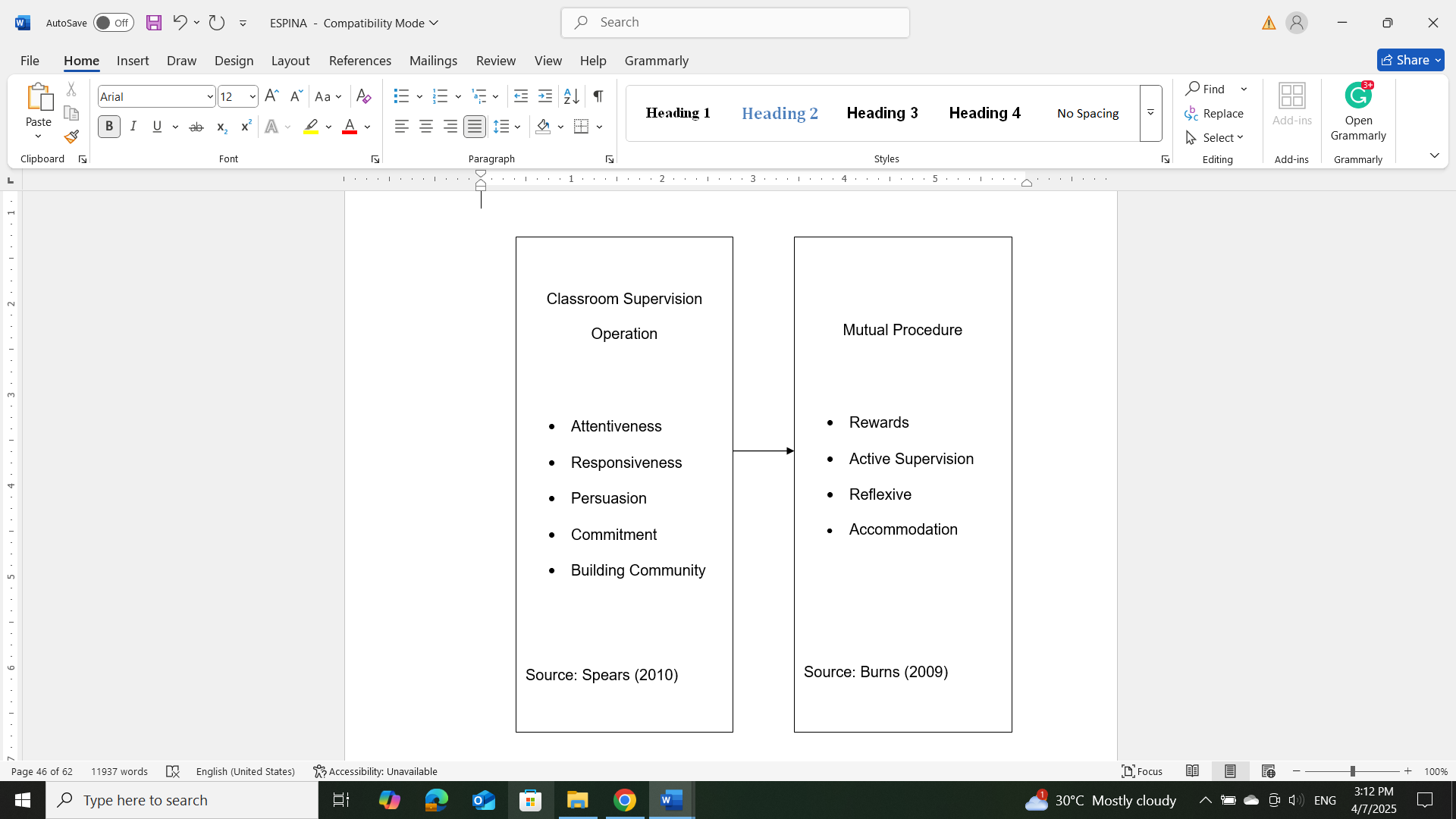
In the Philippines, educational mutual procedure leadership is a natural occurrence among groups. Recently, the term "mutual leadership" has been used positively by school leaders. In the Philippine school system, mutual procedure leadership promotes healthy collaboration, strengthens communication, stimulates curiosity, encourages personal and social change, enhances productivity, and improves overall school operations, including reducing absenteeism and turnover (Morales, 2022).

However, conflicts in mutual procedure leadership are not just about reaching agreements that benefit all parties but also about strengthening the relationships among conflicting groups (Folger et al., 2021). The common element in resolving conflicts in mutual procedure leadership is relationship building, which helps opposing parties collaborate to find mutually acceptable solutions and promotes the use of interaction agreements. Mutual leaders, however, do not always align with the servant leadership model (Tjosvold et al., 2019). These leaders often neglect employee satisfaction, focusing solely on task completion. Employees in such environments have limited opportunities to influence their working conditions or contribute more than just labor. This environment is not conducive to motivation. In a supply-and-demand model of leadership, mutual leadership may suffice (Mardikaningsih & Darmawan, 2022).

As economies have shifted from business-based to information-based systems, tasks in educational institutions have become less specific. This has led to a greater emphasis on creativity, autonomy, and the value employees bring to the organization. School leaders who continue to cling to mutual traits may find that employees are less engaged and supportive of the organization's operations (Bass, 2010).

Mutual procedure leadership, as described by Zu (2019), is a popular leadership model. A mutual leader serves the people and leads the people, implying that employees are an end in themselves, rather than a means to an operational goal or bottom line. This approach is meant to replace traditional command-and-control leadership models, focusing on the needs of others. At its core, classroom supervision operations view leadership as a temporary role that outlasts the operation itself. A leader performs acts of stewardship by preparing for the future vitality of the operation (Kgomo, 2021). At the individual level, classroom supervision operations focus on promoting the well-being of each person involved (Glickman & Burns, 2021). One way to ensure well-being is by fostering a positive working environment for individuals. A student from our group illustrated an example of how classroom supervision can focus on individual well-being by carefully overseeing resources such as hardware, software, interfaces, networks, and personnel to ensure that applications and systems function properly whenever and wherever needed (Musiienko, 2020).

In light of the above studies, the researcher identified the need to conduct this study to evaluate the classroom supervision operations and mutual procedures of public elementary school teachers in the Manay District, Division of Davao Oriental. This study also aims to assess the effectiveness of classroom supervision and mutual leadership procedures in this context. The findings could serve as a useful basis for future administrative policies and provide guidance on enhancing educational leadership. Thus, the study holds significant instructive relevance for educational improvement.



**Figure 1:** Conceptual Framework of the Study

2. methodology

**2.1 Research Design**

This study employed a non-experimental quantitative design utilizing a correlational method. The correlational approach is particularly suitable when the objective is to examine the existing relationship between variables as they naturally occur, without manipulating them. This method aims to explore the potential causes of a specific phenomenon by assessing the degree of relationship between two or more measurable variables (Asenahabi, 2019).

Quantitative research designs are designed to investigate the relationships between an independent variable and one or more dependent variables within a population. In quantitative research, the focus is often on descriptive studies, where variables are measured at a single point in time. A descriptive study primarily aims to establish associations between variables. To provide an accurate estimate of the relationships between these variables, a descriptive study typically requires a sample size that can range from hundreds to thousands of subjects. To ensure the results are not biased, it is important to select a sample that is representative of the population, often achieved through random sampling with high participation rates (Duckett, 2021).

The correlational method specifically focuses on identifying and analyzing relationships between two or more variables. While correlation can identify whether a relationship exists between variables, it is important to note that this method does not allow for the determination of cause-and-effect relationships, as researchers do not manipulate the variables themselves in a correlational study (Bloomfield & Fisher, 2019).

This descriptive survey dealt on quantitative data about the said phenomenon. The quantitative aspect is an appropriate schedule for gathering the data designed for the target respondents to answer the questions. The process of gathering the data is based through the use of questionnaires. The focus of the study was to determine the relationship between the classroom supervision operation and mutual procedure of public elementary school teachers in Manay District, Division of Davao Oriental.

**2.2 Research Respondents**

The respondents of this study were the 130 teachers of public elementary school in Manay District, Division of Davao Oriental. They evaluated their colleagues through survey questionnaire that was administered to them. The teachers involved in the study served at least three years and above in of public elementary school. This study was conducted in public elementary school in Manay District, Division of Davao Oriental in the school year 2022-2023.

**2.3 Research Instrument**

The research instrument used in gathering the data was modified and researcher made test based from various authors globally. The questionnaire was contextualized to the local setting. Refinement of the questionnaire was made possible through the assistance of the thesis adviser and other three validators who were evaluated the content of the questionnaire.

The questionnaire was composed of 45 items for 9 indicators in this study. Each indicator will be made up of 5 item questions. Likert’s scale was adopted to determine the relationship between the classroom supervision operation and mutual procedure of public elementary school teachers in Manay District, Division of Davao Oriental. The reliability and validity of the result of the instrument has mean rating of .711 cronbach alpha.

**2.4 Data Gathering Procedure**

# The data gathered through the following procedures:

# A letter of permission was secured by the researcher to conduct the study for the level of the relationship between the classroom supervision operation and mutual procedure of public elementary school teachers in Manay District, Division of Davao Oriental. The letter of permission and appearance were signed and granted by Dean of Graduate Studies of the Rizal Memorial Colleges, Adviser and School Principal, Moderators and Teacher in Charge in public secondary school.

# Adequate and clear copies were printed to avoid problems with the administration. The researcher administered the questionnaire personally to the respondents of the study and they were requested to answer the questionnaire honestly so that valid and reliable data were elicited. It took for two weeks for the researcher to distribute of the questionnaire and two weeks also for the retrieval of the questionnaire. One hundred percent (100) of the questionnaires were retrieved due to the availability, kindness and cooperation of the respondents. The results were collated and tabulated before subjecting it to statistical treatment and analyzed and interpreted based on the purpose of the study.

# 2.5 Data Analysis

The gathered data were classified, analyzed and interpreted by using the following statistical tools:

*Mean.* This was used to determine the level of the relationship between the classroom supervision operation and mutual procedure of public elementary school teachers.

*Pearson Product Moment Correlation or Pearson r.* This was used to find out the significant relationship between the relationship between the classroom supervision operation and mutual procedure of public elementary school teachers.

*Multiple Regression Analysis.* This was used to measure the prediction of the relationship between the classroom supervision operation and mutual procedure of public elementary school teachers in Manay District, Division of Davao Oriental.

3. results and discussion

**3.1 Classroom Supervision Operation of Public Elementary School Teachers**

Table 1. *Level of Classroom Supervision Operation of Public Elementary School Teachers*

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Indicators** | **Mean**  **()** | **Descriptive Equivalent** |
| 1 | Attentiveness | 4.02 | High |
| 2 | Responsiveness | 4.00 | High |
| 3 | Persuasion | 3.78 | High |
| 4 | Commitment | 3.78 | High |
| 5 | building community | 3.83 | High |
| **Overall Mean** | | **3.88** | High |
|  | |  |  |

Table 1 shows the level of classroom supervision operation of public elementary school teachers in terms of attentiveness, responsiveness, persuasion, commitment and building community. The mean ratings of this indicator are as follows: attentiveness (4.02), responsiveness (4.00), persuasion (3.78), commitment (3.78) and building community (3.83). The overall mean rating of classroom supervision operation of public elementary school teachers is 3.88 or high. This means that the classroom supervision operation of public elementary school teachers is manifested oftentimes by the teachers.

This indicates that the classroom supervision operation of public elementary school teachers should be improved by the school heads to create an opportunities for students to work regularly over time with a teacher with whom they can establish an effective working relationship to improve their literacy achievement levels.

This finding aligns with the statement of Alarcón and Bettez (2021), who asserted that strong classroom supervision operations by teachers should be integrated into the educational field as a process encompassing listening, awareness, persuasion, commitment, and community-building. These elements are essential for teachers to enhance the educational system. This is further supported by Kasa et al. (2020), who highlighted that effective classroom supervision in schools should be defined by teachers' expertise, skills, and ability to effectively manage and govern within the educational system. In such supervision, teachers must fulfill their roles continuously, with the aim of motivating, coordinating, and assessing the efforts of students to enhance the overall teaching and learning environment. In a similar vein, Wang’ombe (2023) emphasized that strong classroom supervision operations foster a culture of trust and collaboration, ensuring that educational leaders give priority to both the quality of instruction and the well-being of their staff and students.

**3.2 Mutual Procedure of Public Elementary School Teachers**

Table 2. *Level of Mutual Procedure of Public Elementary School Teachers*

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Indicators** | **Mean**  **()** | **Descriptive Equivalent** |
| 1. | Rewards | 3.68 | High |
| 2. | active supervision | 4.02 | High |
| 3. | reflexive | 3.63 | High |
| 4. | Accommodation | 3.80 | High |
| **Overall Mean** | | **3.78** | High |
|  | |  |  |

Table 2 shows the summary on the level of mutual procedure of public elementary school teachers in terms of rewards, active supervision, reflexive and accommodation. The mean ratings of this indicator are as follows: rewards (3.68), active supervision is (4.02), passive supervision (3.63) and laissez-faire is (3.80). The overall mean rating of mutual procedure of public elementary school teachers in terms of rewards, active supervision, reflexive and accommodation is 3.78 or high.

This means that the level of mutual procedure of public elementary school teachers in terms of rewards, active supervision, reflexive and accommodation is manifested oftentimes by the teachers. This indicates that the mutual procedure of public elementary school teachers should be improved by the school heads to create an opportunity for students to work regularly over time with a teacher with whom they can establish an effective working relationship to improve their literacy achievement levels.

This finding aligns with the statement of Bodie et al. (2023), who asserted that a strong mutual procedure in classroom supervision should be integrated into the educational field as a process that includes listening, awareness, persuasion, commitment, and community-building. These components are essential for teachers to improve the educational system. This is further supported by Kasa et al. (2020), who emphasized that a strong mutual procedure in classroom supervision should be defined by teachers' knowledge, skills, and ability to manage and govern effectively within the educational system. In this type of supervision, teachers must fulfill their roles continuously, with the goal of motivating, coordinating, and evaluating the efforts of students to enhance the teaching and learning environment. Similarly, Kainde and Mandagi (2023) highlighted that a strong mutual procedure in leadership fosters a culture of trust and collaboration, ensuring that educational leaders prioritize both instructional quality and the well-being of their staff and students.

**3.3 Significant Relationship Between Stewardship Classroom Operation and Mutual Procedure**

Table 3. *Significant Relationship Between Stewardship Classroom Operation and Mutual Procedure*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Independent Variable**  *Classroom supervision Operation* | **Dependent Variable**  *Mutual Procedure* | **p-value** | **Descriptive Level** | **Computed r-value** | **Decision** |
| attentiveness | rewards  active supervision  reflexive accommodation | 0.046 | High | 4.17 | Reject Ho |
| responsiveness | rewards  active supervision  reflexive  accommodation | 0.045 | High | 4.06 | Reject Ho |
| persuasion | rewards  active supervision  reflexive  accommodation | 0.044 | High | 4.14 | Reject Ho |
| commitment | rewards  active supervision  reflexive accommodation | 0.042 | High | 4.05 | Reject Ho |
| building community | rewards  active supervision  reflexive accommodation | 0.044 | High | 4.17 | Reject Ho |
| Overall |  | 0.046 | High | 4.17 | Reject Ho |

Table 3 shows the classroom supervision operation and mutual procedure of public elementary school teachers. The overall computed r-value between classroom supervision operation and mutual procedure of public elementary school teachers is 4.17 with the corresponding p-value of 0.046 at level of significance set in this study. The computed r-value of 4.17 is higher than the p-value of 0.046 this leads to the rejection of the null hypothesis. This implies that the higher the classroom supervision operation teachers, is also the higher the result on mutual procedure of public elementary school teachers in Manay District, Division of Davao Oriental, Manay Davao Oriental.

This finding supports the study of Gordon (2022), effective classroom supervision involves listening, awareness, persuasion, commitment, and community-building, which are essential components in fostering a productive and collaborative environment. These elements contribute to the mutual relationship between teachers and enhance their ability to work together effectively. This view is further supported by effective Usman et al. (2023) further supports this by emphasizing that classroom supervision is characterized by the knowledge, skills, and governance required to manage the educational process, which strengthens the mutual relationship among teachers. Effective classroom supervision, therefore, fosters a cooperative and supportive environment that nurtures mutual procedures. Sofian (2023) also notes that leadership based on stewardship, which includes classroom supervision, cultivates trust and collaboration, strengthening the mutual procedures among teachers and ultimately enhancing the educational experience.

**3.4. The Domains of Classroom Supervision Operation Significantly Influence Mutual Procedure of Teachers**

**Table 4.** The Domains of Classroom Supervision Operation Significantly Influence Mutual Procedure of Teachers

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Model | Sum of Squares | DF | r- value |  | p-value Decision |
| Regression Residual Total | 572.897  525.330  562.120 | 3  127  130 | 0.887 High |  | 0.00 Rejected |
|  | | | | | |

Table 4 presents the domains of classroom supervision operation significantly influence mutual procedure of public elementary school teachers with an overall computed r-value of 0.887 with equivalent p-value 0.00 at α 0.05 of significance set in this study. Since the overall computed value is very much higher than the tabular value. This indicates that the null hypothesis is rejected and it could be stated therefore, that the domains of classroom supervision operation is significantly influence mutual procedure of public elementary school teachers in Manay District, Division of Davao Oriental, Manay Davao Oriental. This implies that the higher the domains of classroom supervision operation, the better mutual procedure of public elementary school teachers.

As Kilag et al. (2023) argue, the process of listening, building awareness, and fostering commitment through supervision significantly impacts the teachers' mutual procedures, promoting a more cohesive and supportive work atmosphere. Evans (2022) further supports this idea, asserting that well-managed classroom supervision helps strengthen the skills and governance of teachers, which in turn influences their relationships and cooperation. By enhancing teachers' confidence and collaboration, classroom supervision directly contributes to a more positive and productive mutual procedure among educators. Don and Arumugam (2019) emphasizes that when school leadership integrates stewardship into classroom supervision, it builds trust and teamwork, thereby improving the mutual procedures between teachers.

4. FINDINGS

The purpose of this study is to determine the relationship of classroom supervision operation and mutual procedure of public elementary school teachers in Manay District, Division of Davao Oriental. Based on the analysis of data, the following findings were drawn:

The classroom supervision operation of public elementary school teachers is high. This means that the classroom supervision operation of public elementary school teachers is manifested oftentimes by the teachers. This indicates that the classroom supervision operation of public elementary school teachers should be improved by the school heads to create an opportunity for students to work regularly over time with a teacher with whom they can establish an effective working relationship to improve their literacy achievement levels.

The mutual procedure of public elementary school teachers in terms of rewards, active supervision, reflexive and accommodation is high. This means that the level of mutual procedure of public elementary school teachers in terms of rewards, active supervision, reflexive and accommodation is manifested oftentimes by the teachers. This indicates that the mutual procedure of public elementary school teachers should be improved by the school heads to create an opportunity for students to work regularly over time with a teacher with whom they can establish an effective working relationship to improve their literacy achievement levels.

The overall computed r-value between classroom supervision operation and mutual procedure of public elementary school teachers is higher than the p-value, this leads to the rejection of the null hypothesis. Therefore, there is a significant relationship between the classroom supervision operation and mutual procedure of public elementary school teachers.

The domains of classroom supervision operation significantly influence mutual procedure of public elementary school teachers. Since the overall computed value is very much higher than the tabular value. This indicates that the null hypothesis is rejected and it could be stated therefore, that the domains of classroom supervision operation is significantly influence mutual procedure of public elementary school teachers.

**5. CONCLUSIONS**

Based on the findings of the study, the following conclusions are drawn:

It is concluded in this study that classroom supervision operation of public elementary school teachers in terms of attentiveness, responsiveness, persuasion, commitment and community building is high and manifested oftentimes by the teachers. It is essential for ensuring student safety, promoting positive behavior, supporting learning, fostering student engagement, preventing conflicts, building relationships, and fulfilling legal and professional responsibilities, ultimately contributing to a productive and successful learning environment.

The mutual procedure of public elementary school teachers in terms of rewards, active supervision, reflexive and accommodation is high and manifested oftentimes by the teachers.

There is a significant relationship between the classroom supervision operation and mutual procedure of public elementary school teachers.

The domains of classroom supervision operation significantly influence mutual procedure of public elementary school teachers.

**6. RECOMMENDATIONS**

Based on the findings and conclusions of the study, the following recommendations were formulated for consideration:

The DepED officials may support the development classroom supervision operation of public elementary school teachers. This is to increase the level of their holistic knowledge in the areas of attentiveness, responsiveness, persuasion, commitment and building community in augmenting school academic and non-academic operations specifically in the gray areas of this study which attempt to understand and empathize with others and encourages and supports the personal development of each individual.

The district supervisors may provide opportunities for school heads and teachers to fully increase their awareness of understanding stewardship supervision and mutual leadership for positive impact of behavioral display of sustaining harmonious working relationship in the school setting chiefly in the lowest results of this study which see beyond the limits of the operating school business and also focuses on long term operating the school.

The school heads may have training in-depth development of classroom supervision operation and mutual procedure of public elementary school teachers that positively affect in achieving school improvement plan. School heads may have the ability to create a supportive environment in dealing with the staff to carry out the tasks and responsibility assigned to them. They also emphasized commitment in building community operation for school operations consistent to school policy implementations particularly in the gray areas of this study which spends money for the personal and professional development of the people who make up the improvement in operation.

The teachers may develop the classroom supervision operation and mutual procedure of public elementary school teachers, their potentials and meaningful teaching strategies that they use in the classroom. They may be conscious of their teaching philosophy to achieve student’s learning growth and development.

The future researchers may analyze the school dilemma reflective to the identification of potential develop of classroom supervision operation and mutual procedure of public elementary school teachers in Manay District, Division of Davao Oriental, Manay Davao Oriental.

Consent (where ever applicable)

This quantitative study adhered to strict ethical guidelines to safeguard the privacy and confidentiality of all participants. Before data collection, informed consent was obtained from each participant, who was thoroughly briefed on the study's objectives and the measures in place to ensure confidentiality. To maintain anonymity, no personally identifiable information was gathered, and participants were assigned a unique code for data analysis. The collected data were securely stored on encrypted servers, with access limited to the research team. The findings were presented in an aggregated form, ensuring that individual responses could not be traced back to any specific participant. Furthermore, statistical analyses were carried out in a manner that preserved the anonymity and protected the privacy of the respondents throughout the entire study.

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