Classroom Supervision Operation and Mutual Procedure Of Public Elementary School Teachers

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ABSTRACT

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| This research aimed to assess the classroom supervision practices and collaborative procedures of public elementary school teachers in the Manay District of the Division of Davao Oriental. A non-experimental quantitative design was employed, utilizing a correlational approach. The sample consisted of 130 public elementary school teachers, selected through universal sampling. Data analysis included 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 high and oftentimes manifested by the teachers. Moreover, the mutual procedure of public elementary school teachers in terms of rewards, active supervision, reflexive and accommodation was high and oftentimes manifested 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 the mutual procedure of public elementary school teachers. The results suggest that the teachers should develop their classroom supervision operation and mutual procedure, the 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 school officials to perform better within this mutual leadership structure. 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 focused on collecting quantitative data related to the phenomenon. The data collection process involved a well-structured schedule, tailored for the target respondents to answer the questions. Questionnaires were used as the primary tool for gathering the data. 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 a survey questionnaire that was administered to them. The teachers involved in the study served at least three years and above in public elementary schools. This study was conducted in a public elementary school in Manay District, Division of Davao Oriental in the school year 2022-2023.

**2.3 Research Instrument**

The research instrument used to collect data was adapted, with tests based on contributions from various global authors. The questionnaire was tailored to fit the local context. The refinement of the questionnaire was supported by the thesis adviser and three additional validators who assessed its content. The questionnaire consisted of 45 items across 9 indicators, with each indicator containing 5 questions. A Likert scale was employed to assess the relationship between classroom supervision practices and mutual procedures of public elementary school teachers in Manay District, Division of Davao Oriental. The instrument demonstrated a reliability and validity score with a mean Cronbach’s alpha rating of 0.711.

**2.4 Data Gathering Procedure**

# The data was gathered through the following procedures:

# The researcher obtained a letter of permission to conduct the study on the relationship between classroom supervision operations and mutual procedures of public elementary school teachers in Manay District, Division of Davao Oriental. The letter of permission was signed by the Dean of Graduate Studies at Rizal Memorial Colleges, the adviser, the school principal, moderators, and the teacher in charge at the public elementary school.

# Clear and adequate copies of the questionnaire were printed to ensure smooth coordination with the administration. The researcher personally administered the questionnaires to the respondents, requesting that they answer honestly to ensure the collection of valid and reliable data. It took two weeks to distribute the questionnaires and another two weeks to retrieve them. One hundred percent (100%) of the questionnaires were collected, thanks to the availability, kindness, and cooperation of the respondents. The results were collated, tabulated, and then subjected to statistical treatment for analysis and interpretation, in alignment with the study's objectives.

# 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 the mutual procedure of public elementary school teachers.

*Pearson Product Moment Correlation or Pearson r.* This was used to find out the significant relationship between classroom supervision operations and the 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.

Ethical Consideration:

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.

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 suggests that the classroom supervision operations of public elementary school teachers should be enhanced by school heads to create opportunities for students to consistently work with a teacher, fostering an effective working relationship that can 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 mutual procedures of public elementary school teachers, in terms of rewards, active supervision, reflection, and accommodation, are often demonstrated by the teachers. It suggests that school heads should work on enhancing these mutual procedures to provide students with consistent opportunities to collaborate over time with a teacher, helping them build an effective working relationship that can 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 supervisionreflexive accommodation  | 0.046 | High | 0.63 | Reject Ho |
| responsiveness  | rewards active supervisionreflexive accommodation | 0.045 | High  | 0.60 | Reject Ho |
| persuasion  | rewards active supervisionreflexive accommodation  | 0.044 | High | 0.65 | Reject Ho |
| commitment | rewards active supervisionreflexive accommodation  | 0.042 | High | 0.60 | Reject Ho |
| building community | rewards active supervisionreflexive accommodation  | 0.044 | High | 0.58 | Reject Ho |
| Overall |  | 0.046 | High | 0.60 | 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 0.60, with the corresponding p-value of 0.046 at the level of significance set in this study. The p-value is less than 0.05; this leads to the rejection of the null hypothesis. This implies that the higher the classroom supervision operation of teachers is, the higher the result of the mutual procedure of public elementary school teachers.

This finding supports the study of Gordon (2022), which states that 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 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 | 572.897525.330562.120 | 3127130 | 0.887 High |  | 0.00 Rejected |
|  |

Table 4 shows the domains of classroom supervision operations that significantly influence the mutual procedures of public elementary school teachers, with an overall computed r-value of 0.887 and a corresponding p-value of 0.00 at an α of 0.05. Since the computed r-value is much higher than the tabular value, the null hypothesis is rejected. Therefore, it can be concluded that the domains of classroom supervision operations significantly influence the mutual procedures of public elementary school teachers in Manay District, Division of Davao Oriental. This suggests that as the domains of classroom supervision operations increase, the mutual procedures of public elementary school teachers improve.

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 between 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 means that teachers consistently exhibit key behaviors such as attentiveness, responsiveness, and commitment, actively overseeing classroom activities to ensure a conducive learning environment. Their regular involvement in classroom supervision plays a significant role in fostering student discipline, enhancing the learning process, and contributing to the overall effectiveness of the educational experience.

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 means that teachers consistently apply strategies such as offering rewards for good performance, providing active supervision to guide students, reflecting on their teaching practices, and accommodating the diverse needs of their students, all of which contribute to creating a positive and supportive learning environment.

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 the mutual procedure of public elementary school teachers. This means that classroom supervision operations have a meaningful impact on the mutual procedures employed by public elementary school teachers. The significant relationship suggests that improving classroom supervision practices can enhance the effectiveness of mutual procedures like rewards, active supervision, reflection, and accommodation

This means that the various aspects of classroom supervision, such as attentiveness, responsiveness, and commitment, play a significant role in shaping the mutual procedures used by public elementary school teachers. The rejection of the null hypothesis indicates that these supervision practices directly influence how teachers implement strategies like rewards, active supervision, and accommodation in their classrooms. As a result, improving classroom supervision can enhance the overall teaching approach and effectiveness of mutual procedures, benefiting both teachers and students.

**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 of 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 the in-depth development of classroom supervision operations and mutual procedures for public elementary school teachers that positively affect the achievement of a 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, as well as the potential 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.

Ethical Approval:

The researcher obtained a letter of permission to conduct the study on the relationship between classroom supervision operations and mutual procedures of public elementary school teachers in Manay District, Division of Davao Oriental. The letter of permission was signed by the Dean of Graduate Studies at Rizal Memorial Colleges, the adviser, the school principal, moderators, and the teacher in charge at the public elementary school.

Consent:

Before data collection, written informed consent was obtained from each participant.

**Disclaimer (Artificial intelligence)**

The author(s) hereby declare that generative AI technologies have been used during the writing and editing of this manuscript. The details of the AI usage are as follows:

1.Grammarly: Used for grammar and spellchecking, as well as suggestions for improving sentence structure and overall clarity.

2.Quillbot: Employed for paraphrasing and refining sentence flow to enhance readability and coherence

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