

School Heads' Mentoring Practices And Supervisory Skills: Their Influence On Teachers' Performance

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Abstract

This descriptive-correlational study investigated the relationship between school heads' mentoring practices, supervisory skills, and teacher performance in Iloilo City, Philippines. Data from 350 randomly selected elementary and secondary teachers revealed that school heads prioritize fostering a positive attitude in teachers, while their overall supervisory skills are perceived as exceeding expectations. Interestingly, teacher performance also exceeded expectations, but no significant correlation was found between mentoring-supervisory skills and teacher performance. This suggests that other factors beyond school leadership might influence teacher effectiveness. However, mentoring practices were consistently valued by teachers, highlighting their importance in creating a supportive school environment.

Keywords: School heads, Mentoring Practices, Supervisory Skills, Teacher Performance, Iloilo City

1. Introduction

Mentoring, a process where experienced individuals like school heads share their expertise with teachers, plays a pivotal role in fostering professional growth (Gabayoyo, 2019). It is an open-ended, evolving relationship focused on building wisdom and the ability to apply knowledge to new situations. Mentoring approaches in education aim to enhance the capabilities of both teachers and leaders (Northern Territory Principals Association, 2018). School heads, entrusted with the responsibility of mentoring, especially new teachers, require effective supervisory skills to guide their mentees towards improved performance. This study seeks to establish baseline data on the mentoring practices and supervisory skills of school heads, and their subsequent influence on teacher performance.

Statement of the Problem

1. What are the mentoring practices of school heads as assessed by teachers when taken as a whole and classified according to educational attainment, position, school level, length of service and school district?
2. What is the level of supervisory skills of school heads as assessed by teachers when taken as a whole and classified according to educational attainment, position, school level, length of service and school district?
3. What is the teachers' performance when taken as a whole and classified according to educational attainment, position, school level, length of service and school district?
4. Are there significant differences in the mentoring practices of school heads as assessed by teachers when classified according to educational attainment, position, school level, length of service and school district?
5. Are there significant differences in the level of supervisory skills of school heads as assessed by teachers when classified according to educational attainment, position, school level, length of service and school district?
6. Are there significant differences in the teachers' performance when classified according to educational attainment, position, school level, length of service and school district?

7. Do the mentoring practices and supervisory skills of school heads significantly influence teachers' performance?

Hypotheses

There are no significant differences in the mentoring practices of school heads as assessed by teachers when classified according to educational attainment, position, school level, length of service and school district. There are no significant differences in the level of supervisory skills of school heads as assessed by teachers when classified according to educational attainment, position, length of service and school district. There are no significant differences in the teachers' performance when classified according to educational attainment, position, length of service and school district. The mentoring practices and supervisory skills of school heads do not significantly influence teachers' performance.

Theoretical Framework of the study

This study is anchored in the Relationship theory (Moskowitz, S. 2022). The relationship theory of leadership focuses on leaders who are mainly concerned about their interactions with others. They are often mentors for employees, scheduling time to talk to them and working to meet their needs. These kinds of leaders are focused on making work enjoyable for as many people as possible, and they want to foster a positive work environment. Studies show that this kind of leadership behavior can be the most effective for many employees. Relationship-oriented managers often get better results from their employees. The relationship theory of leadership, on the surface, is largely self-explanatory. These leaders base the focal point of their leadership style surrounding interactions, or relationships with others. They tend to act as mentors for their employees, working with them to meet their needs. Leadership today tends to be discussed from the perspective of the followers; "followers, not the leader, and not researchers, define it" and this is an important factor of relationship theory. Creating a positive work environment built upon personal relationships a leader can encourage their employees to want to work for them (Popper, cited in Barnes, 2021) This study is also anchored on Vroom's expectancy theory which assumes that behavior results from conscious choices among alternatives whose purpose is to maximize pleasure and to minimize pain. Vroom realized that an employee's performance is based on individual factors such as personality, skills, knowledge, experience and abilities (Griffin, 2002). As applied in this study, when the mentoring practices of school heads are successful, this implies that the things needed to achieve their goals are available to be used by teachers and students. Instructional materials, equipment and facilities, references, computer technology, and others could be used immediately by both teachers and students. This study was also anchored on the theory that the teaching performance of the teachers depend on the instructional competence as reflected in the performance rating. This is supported by the Theory of Performance of Bacon (2001) considered by many to be the father of performance theory. In his statement, Bacon writes, "Our center is in the interaction between readers and text which enriches, extends, clarifies and alters the interior and even the exterior lives of students. Teacher performance evaluation plays a key role in educational personnel reform, so it has been an important yet difficult issue in educational reform.

Conceptual Framework of the study

The study determined the mentoring practices and supervisory skills of school heads as they influence the performance of teachers in the Schools Division of Iloilo City, for the school year 2023-2024. The researcher presupposes the idea that the mentoring practices and supervisory skills of school heads as assessed by teachers will not vary when they were be classified according to their educational attainment, position, school level, length of service and school district. In terms of educational attainment, respondents were grouped into bachelor's degree, Master's degree, and Ph.D./Ed. D degrees. The researcher conceptualized that the assessment of the teachers was similar regardless of their educational attainment. As to present position, the categories were teacher I-III and master teacher I-III The researcher conceptualized that their assessment of their school head's mentoring practices and supervisory skills would not vary despite their positions. As to length of teaching experience, they were grouped into 1-10 years, 11-20 years and 21 years and above. The researcher theorized that these teachers have similar assessments regardless of the number of years they had been in the service. In terms of school level, the categories are elementary and secondary schools. Given the different conditions, environment and needs of teachers in the elementary and secondary schools, which can determine their assessments on the

mentoring practices and supervisory skills of their school heads as they influence their performance. However, being public schools, they generally have similar orientation and guidelines to follow which may not influence their assessment. The researcher assumed that the assessment of respondents who belonged to the different school districts may not vary because they belong to the same organization, the Department of Education. The researcher reiterates the fact that the above-mentioned assumptions are merely observation, and hence, need to be proven true by this study.

The relationships among these variables are shown in the schematic diagram below

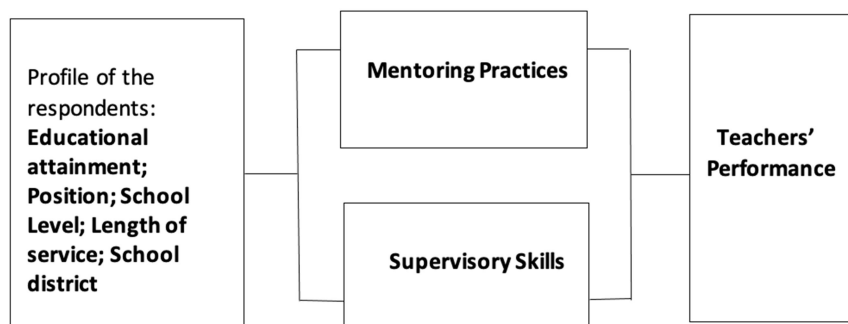


Figure 1 Shows the interrelationships among variables.

Significance of the study

This study's significance lies in its potential to provide valuable insights for various stakeholders, including the Department of Education, school heads, teachers, learners, and researchers. The Department of Education can utilize its findings as a baseline for enhancing school heads' mentoring and supervisory skills. School heads can gain self-awareness and develop innovative strategies for improvement. Teachers may develop a deeper understanding of their school heads' roles, fostering collaboration. Ultimately, learners may benefit indirectly from improved teacher performance and the quality of education. Researchers will gain concrete evidence to inform future studies and program development. Key terms are defined as follows: Mentoring practices refer to school heads' activities in guiding teachers' development (Woolfolk, 2018). Supervisory skills pertain to the execution of activities aimed at improving the teaching-learning situation. Teachers' performance is based on periodic evaluations using the Individual Performance Commitment and Review (IPCR). This descriptive research explores the influence of school heads' mentoring and supervisory skills on teacher performance in Iloilo City (2022-2023). It assumes consistent respondent assessments across demographics. Data collection involved adapted questionnaires (Gabayoyo, 2019) and utilized descriptive and inferential statistics for analysis.

2. REVIEW OF RELATED LITERATURE

Mentoring, as defined by Kline (2019) and Parsloe (2019), is a supportive relationship that fosters personal and professional development. It can be formal, with structured programs and clear goals, or informal, relying on shared understanding and voluntary participation. Regardless of the type, mentoring benefits both mentor and mentee, promoting growth and avoiding obsolescence (Chao, 2017). Effective mentoring often involves similarity and attraction between individuals (Eby, 2010; Higgins & Kram, 2001). Organizations can facilitate this by encouraging socialization and ensuring compatibility between mentors and mentees (Gervais, 2014). Moreover, mentorship can contribute to leadership development, with mentored individuals exhibiting higher leadership self-efficacy (Lester et al., 2011). Supervisory skills, essential for effective management, encompass various soft skills that enable leaders to guide and organize their teams (Avelino, 2023; Hershey & Blanchard, 2000). These skills include communication, conflict resolution, adaptability, decision-making, time management, public speaking, team building, coaching, accountability, and leadership. Teacher performance, crucial for student success, encompasses actions, attitudes, and behaviors that lead to achieving educational goals (LMS for Education, 2019). The United Nations Children's Fund (UNICEF) and Cambridge Education emphasize the importance of teacher development, motivation, incentives, accountability, and responsibility in improving teacher performance. They

argue that while training is necessary, it is not sufficient, and performance management systems are crucial. The Individual Performance Commitment and Review Form (IPCRF) serves as an assessment tool for evaluating teacher performance (Civil Service Commission Memorandum Circular No. 06, 2012). It employs a numerical rating scale ranging from "Outstanding" to "Poor," reflecting the level of achievement and commitment demonstrated by teachers.

Related Studies: Foreign

Kanya et.al (2019) examined the influence of school principal leadership, organizational culture, and teacher competence on teacher performance. Their quantitative study with 385 teachers revealed a significant influence, with these factors explaining 68.12% of the variance in teacher performance. Similarly, Mahgoub explored the development of teacher performance and its impact on the educational process, demonstrating a positive impact of targeted interventions on teacher performance. Furthermore, a concept paper highlighted the need for improved mentor training and support, particularly in coaching skills, to enhance beginner teacher mentoring and overall teaching quality. It emphasized the importance of effective human capital management and strategic development for both beginner teachers and teacher leaders. Phongphuttakun (2003) found a significant relationship between administrators' leadership behavior and job satisfaction among department heads in Thai vocational schools, underscoring the importance of leadership development. Ampofo et al. (2019) investigated the influence of school heads' direct supervision on teacher role performance in Ghana, revealing the significance of lesson planning and delivery supervision.

Related Studies: Local

Borneo (2000) assessed administrative and supervisory skills, communication skills, and human relations among administrators and teachers, identifying discrepancies between self-perception and teacher ratings. Sagcal (2000) examined supervisory practices and problems of school administrators, highlighting the need for further studies and improved guidance to enhance teacher effectiveness. Espinosa (2005) explored the relationship between leadership skills and supervisory effectiveness of elementary school administrators, finding a significant correlation and emphasizing the importance of addressing teacher grievances and providing support in action plan implementation.

These studies collectively provide a foundation for understanding the complex interplay between school leadership, teacher development, and performance. They highlight the need for further research to explore effective mentoring and supervisory practices that can enhance teacher performance and contribute to a positive school environment.

3. METHODOLOGY

This study employed a descriptive correlational research design to explore relationships between variables without establishing causation (Hagenhoff, 2020). The respondents were 350 randomly selected teachers from elementary and secondary levels in Iloilo City, determined using proportionate random sampling. The data gathering instruments, adapted from Gabayoyo (2019) and Borneo (2020), measured mentoring practices and supervisory skills, respectively. Teacher performance was based on IPCRF results, utilizing a rating scale from the Civil Service Commission Memorandum Circular No. 06 (2012). The instruments underwent content validation by experts and reliability testing, yielding Cronbach Alpha values of .954 and .933. Data collection involved securing necessary approvals and personally administering questionnaires. Data analysis employed descriptive statistics (frequency, percentage, mean, rank) and inferential statistics (t-test, ANOVA, multiple regression) using SPSS. The level of significance was set at .05.

Table 1. Distribution of Respondents

School levels	N	n	%
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Elementary Schools	1660	205	58.6
Secondary Schools	1174	145	41.4
Total	2834	350	100.00

The performance of teachers was based on the periodic result of their IPCRF. It is an assessment tool to rate teachers for their annual accomplishments. It is a shared undertaking between the school head and the teachers that allows an open discussion of course expectations, key results areas, objectives and how these align to overall departmental goals. The scoring and rating for the supervisory skills and performance of teachers were based on the Civil Service Commission Memorandum Circular No. 06, series of 2012 that sets the guidelines on the establishment and implementation of the Strategic Performance Management System (SPMS) in all government agencies as follows:

Table 2. Strategic Performance Management System (SPMS)

Range	Adjectival Rating	Description/ Meaning of Rating
4.50 – 5.00	Outstanding	Performance represents an extraordinary level of achievement and commitment in terms of quality and time, technical skills and knowledge, ingenuity, creativity and initiative. Employees at this performance level should have demonstrated exceptional job mastery in all major areas of responsibility. Employee achievement and contribution to the organization are of marked excellence.
3.50 – 4.49	Very Satisfactory	Performance exceed expectations. All goals, objectives and targets were achieved above the established standards.
2.00 – 3.49	Satisfactory	Performance met expectations, and/or one or more of the most critical goals were not met.
1.50 – 2.49	Unsatisfactory	Performance failed to meet expectations, and /or one or more of the most critical goals were not met.
Below – 1.49	Poor	Performance was consistently below expectations, and/ or reasonable progress toward critical goals was not made. Significant improvement is needed in one or more important areas.

4. RESULTS PER STATEMENT OF THE PROBLEM (SOP)

Table 3. SOP 1. What are the mentoring practices of school heads as assessed by teachers when taken as a whole and classified according to educational attainment, position, school level, length of service and school district?

Category	Top Ranked Practice	Mean Score	Other Notable Practices (Mean Score)
Overall	Encouraging a positive attitude towards teaching	4.46	Increasing commitment to school goals (4.36), Gaining insight into school performance (4.36)
By Educational Attainment			
Bachelor's Degree	Encouraging a positive attitude towards teaching	4.35	Guiding on classroom management (4.38), Insight into school performance (4.36)
Master's Degree	Encouraging a positive attitude towards teaching	4.44	Increasing commitment to school goals (4.41), Mentoring older teachers (4.39)
PhD/EdD	Increasing commitment to school goals, Providing	4.55 (all	-

Degree	professional growth avenues, Developing new/improved skills, Encouraging a positive attitude	tied)	
By Position			
Teacher 1-3	Encouraging a positive attitude towards teaching	4.47	Insight into school performance (4.38), Guiding on classroom management (4.36)
Master Teacher 1-3	Encouraging a positive attitude towards teaching	4.43	-
By School Level			
Elementary	Encouraging a positive attitude towards teaching	4.55	Increasing commitment to school goals (4.47), Guiding on classroom management (4.43)
Secondary	Encouraging a positive attitude towards teaching	4.35	Insight into school performance (4.43), Providing professional growth avenues (4.40)
By Length of Service			
1-10 Years	Encouraging a positive attitude towards teaching	4.54	Insight into school performance (4.37), Encouraging discussion of novel ideas (4.37)
11-20 Years	Insight into school performance	4.5	Increasing commitment to school goals (4.48), Providing professional growth avenues (4.47)
21+ Years	Increasing commitment to school goals, Providing professional growth avenues	4.44 (tied)	-
By District			
District 1	Encouraging a positive attitude towards teaching	4.54	-
District 2	Insight into school performance	4.5	-
District 3	Increasing commitment, Insight into school performance, Providing professional growth, Encouraging a positive attitude	4.44 (all tied)	-
District 4	Encouraging a positive attitude towards teaching	4.45	-
District 5	Conducting mentoring even with older teachers	4.43	-
District 6	Encouraging a positive attitude towards teaching	4.52	-

This table highlights the various mentoring practices employed by school heads as perceived by teachers, categorized by different factors. Across all categories, "Encouraging a positive attitude towards teaching" consistently emerges as the top-ranked practice, underscoring its perceived importance by teachers. However, other notable practices vary based on the teachers' characteristics. For instance, newer teachers (Bachelor's degree, Teacher 1-3) value guidance on classroom management and insight into school performance, likely reflecting their need for foundational support. Experienced teachers and those with higher degrees prioritize professional growth opportunities and commitment to school goals. This suggests that school heads need to tailor their mentoring approaches to meet the diverse needs and expectations of their teaching staff.

Table 4. SoP 2. What is the level of supervisory skills of school heads as assessed by teachers when taken as a whole and classified according to educational attainment, position, school level, length of service and school district?

Category	Overall Assessment	Specific Skills Highlighted (if any)
Overall	Very Satisfactory (M=4.33)	Directing teachers (M=4.44), Promoting teamwork (M=4.43)
By Educational Attainment		
Bachelor's Degree	Very Satisfactory (M=4.33)	Directing teachers (M=4.44), Encouraging full potential & promoting teamwork (M=4.43)
Master's Degree	Very Satisfactory (M=4.34)	Directing teachers (M=4.46), Promoting teamwork (M=4.42)
PhD/EdD Degree	Very Satisfactory (M=4.14)	Encourages employees to achieve their full potential (M=4.55, Outstanding)
By Position		
Teacher 1-3	Very Satisfactory (M=4.34)	Directing teachers (M=4.45)
Master Teacher 1-3	Very Satisfactory (M=4.32)	Encouraging full potential (M=4.51, Outstanding)
By School Level		
Elementary	Very Satisfactory (M=4.41)	Directing teachers & promoting teamwork (M=4.50, Outstanding)
Secondary	Very Satisfactory (M=4.23)	Directing teachers (M=4.36)
By Length of Service		
1-10 Years	Very Satisfactory (M=4.31)	-
11-20 Years	Very Satisfactory (M=4.29)	-
21+ Years	Very Satisfactory (M=4.43)	Delegating assignments & maintaining good relationships (M=4.54 & 4.60, Outstanding)
By District		
District 1	Very Satisfactory (M=4.42)	Maintaining good relationships (M=4.62, Outstanding), Promoting teamwork (M=4.67, Outstanding)
District 2	Very Satisfactory (M=4.32)	Completing assessments on time (M=4.50, Outstanding)
District 3	Very Satisfactory (M=4.30)	-
District 4	Very Satisfactory (M=4.20)	-
District 5	Outstanding (M=4.66)	-

District 6	Very Satisfactory (M=4.44)	Providing feedback, maintaining good relationships & promoting teamwork (M=4.54, 4.58 & 4.62, Outstanding)
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This table provides a comprehensive overview of teachers' assessments of school heads' supervisory skills, segmented by various factors. Overall, school heads receive a "Very Satisfactory" rating, particularly excelling in directing teachers and fostering teamwork. While this positive trend is consistent across most categories, some nuances emerge. Notably, teachers with PhD/EdD degrees rate their school heads lower overall, though still "Very Satisfactory." District 5 stands out with an "Outstanding" rating, while District 3 shows the lowest average score. The table also reveals that certain skills, like maintaining good relationships and providing feedback, are highlighted as exceptional in specific districts or by teachers with longer service. This suggests that while school heads generally demonstrate strong supervisory skills, there's room for tailored improvement based on specific contexts and teacher demographics.

Table 5. SoP 3. What is the teachers' performance when taken as a whole and classified according to educational attainment, position, school level, length of service and school district?

Category	Overall Assessment	Specific Groups with Notable Scores (if any)
Overall	Very Satisfactory (M=4.29)	-
By Educational Attainment		
Bachelor's Degree	Very Satisfactory (M=4.28)	-
Master's Degree	Very Satisfactory (M=4.33)	-
PhD/EdD Degree	Very Satisfactory (M=4.09)	Lowest mean score
By Position		
Teacher 1-3	Very Satisfactory (M=4.30)	-
Master Teacher 1-3	Very Satisfactory (M=4.27)	-
By School Level		
Elementary	Very Satisfactory (M=4.37)	-
Secondary	Very Satisfactory (M=4.16)	-
By Length of Service		
1-10 Years	Very Satisfactory (M=4.31)	-
11-20 Years	Very Satisfactory (M=4.23)	-
21+ Years	Very Satisfactory (M=4.36)	-
By District		
District 1	Very Satisfactory (M=4.32)	-
District 2	Very Satisfactory (M=4.44)	Highest mean score
District 3	Very Satisfactory (M=4.09)	Lowest mean score
District 4	Very Satisfactory (M=4.24)	-
District 5	Very Satisfactory (M=4.26)	-

District 6	Very Satisfactory (M=4.32) -
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The table provides an overview of teacher performance across various categories. Overall, teacher performance is rated as "Very Satisfactory," indicating they generally exceed expectations. This positive trend holds true across most classifications: educational attainment, position, length of service, and most districts. However, some variations exist. Teachers with PhD/EdD degrees and those in District 3 show slightly lower performance, while District 2 teachers exhibit the highest performance. These nuanced differences suggest that factors like school district and highest educational attainment might influence teacher performance, warranting further investigation.

Table 6. **SoP 4.** Are there significant differences in the mentoring practices of school heads as assessed by teachers when classified according to educational attainment, position, school level, length of service and school district?

Classification Variable	p-value	Significant Difference (Yes/No)
Educational Attainment	0.212	No
Position	0.721	No
School Level	0	Yes
Length of Service	0.025	Yes
School District	0.103	No

The table summarizes the results of statistical tests examining the presence of significant differences in an outcome variable across various classification variables. The analysis reveals that the outcome variable is significantly influenced by the level of the school and the length of service of the individuals involved. In contrast, no significant differences were found when considering factors such as educational attainment, position within the school, or the specific school district. These findings suggest that the phenomenon under investigation is more sensitive to the context of the school level and the experience of the individuals than their educational qualifications, job role, or geographical location.

Table 7. **SoP 5.** Are there significant differences in the level of supervisory skills of school heads as assessed by teachers when classified according to educational attainment, position, school level, length of service and school district?

Classification Variable	Significant Difference?	Evidence (from previous responses)
Educational Attainment	No	"there were no significant differences... when classified according to educational attainment... as shown by the f-values of .442 and p-values of .643"
Position	No	"...no significant difference in the supervisory skills... when they are classified according to position as shown by the t-value of .141 and a p-value of .888"
School Level	Yes	"Result shows that there was a significant difference in the supervisory skills... when classified according to school level as reflected by the t-value of 2.814 and a p-value of .005"
Length of Service	No	"...no significant differences in the supervisory skills... when classified according to... length of service as shown by the f-values of... 1.189 and p-values of .306"
School District	Yes	"There were significant differences in the supervisory skills... when classified by district as shown by the f-value of .963 and a p-value of .007"

This table examines whether the perceived supervisory skills of school heads differ significantly based on various teacher characteristics. The analysis shows that teachers' perceptions of their school heads' supervisory skills are significantly influenced by the **school level** (elementary vs. secondary) and the **district** they work in. This suggests that contextual factors related to the school and its location play a role in how teachers evaluate their school heads' leadership. However, the data indicates that teachers' perceptions of supervisory skills are *not* significantly affected by their own educational attainment, position (Teacher 1-3 vs. Master Teacher 1-3), or length of service. This suggests a general consistency in expectations for school head leadership, regardless of individual teacher characteristics. In essence, the table highlights the importance of considering the specific school context and district when analyzing teachers' views on their school heads' supervisory skills.

Table 8. SoP 6. Are there significant differences in the teachers' performance when classified according to educational attainment, position, school level, length of service and school district?

Classification Variable	p-value	Significant Difference (Yes/No)
Educational Attainment	0.643	No
Position	0.578	No
School Level	0	Yes
Length of Service	0.306	No
School District	0.012	Yes

SoP 7. Do the mentoring practices and supervisory skills of school heads significantly influence teachers' performance?

From the previous responses, we know that Table 21 contains the results of a multiple regression analysis with school heads' mentoring practices and supervisory skills as predictor variables and teachers' performance as the dependent variable. Table 22 shows the R-squared value and p-values for the predictor variables. We will use these p-values to answer the query. We will interpret the p-values in the context of the null hypothesis that the corresponding predictor variable does not have a significant influence on teacher's performance. A p-value less than the significance level (typically 0.05) indicates that we reject the null hypothesis and conclude that the predictor variable has a significant influence.

5. CONCLUSION AND RECOMMENDATIONS

Conclusion

This study reveals that both mentoring practices and supervisory skills of school heads are generally perceived as "Very Satisfactory" by teachers in Iloilo City. School heads excel at fostering a positive attitude towards teaching and promoting teamwork, which are valued by teachers across various demographics. However, the study also highlighted nuanced differences in teacher perceptions based on factors such as school level and district, suggesting the need for tailored approaches to leadership and mentorship. While both mentoring and supervision are important aspects of school leadership, the study found that only mentoring practices had a statistically significant positive influence on teacher performance. This emphasizes the critical role of direct guidance, support, and knowledge transfer from school heads in fostering teacher growth and effectiveness. The lack of a significant relationship between supervisory skills and teacher performance could be attributed to the broader focus of supervision on the overall school organization rather than individual teacher development.

Recommendations

Based on the study's findings, it is recommended that school heads prioritize individualized mentoring and support for teachers, emphasizing the fostering of positive attitudes, encouragement of professional growth, and

facilitation of knowledge transfer. Leadership styles should be adapted to cater to the diverse needs of teachers, considering factors like school level, district context, and teacher experience. Continuous professional development opportunities should be provided to school heads to enhance their mentoring and supervisory skills. Further research is suggested to explore the specific aspects of mentoring and supervision that most significantly impact teacher performance, and to investigate additional factors beyond school leadership that might play a role.

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