

Enhancing Supervisory Skills Of Educators In A Sectarian School

Sr. Josephine D. Ativo, AR¹, Sr. Ginger L. Acosta, AR², Josephine M. Tabal³, Eleanor B. Bacalso⁴, Edwin Jo Jardin⁵, Jose Karlo Trocio⁶, Jose Florencio Paras⁷, Amy Balverde⁸, Ann May Canonigo⁹, Esmeralda Piala¹⁰

¹Consolatrix College of Toledo City, Cebu Philippines
sjosieativo@yhao.com

²Consolatrix College of Toledo City, Cebu Philippines
sghiear@yahoo.com

³Consolatrix College of Toledo City, Cebu Philippines
josephinemtabal@gmail.com

⁴Consolatrix College of Toledo City, Cebu Philippines
ellenbacalso297@gmail.com

⁵Consolatrix College of Toledo City, Cebu Philippines

⁶Consolatrix College of Toledo City, Cebu Philippines
trociocar18@gmail.com

⁷Consolatrix College of Toledo City, Cebu Philippines
parasflorencioIII@gmail.com

⁸Consolatrix College of Toledo City, Cebu Philippines
marichubalverde13@gmail.com

⁹Consolatrix College of Toledo City, Cebu Philippines
annmaycanonigo20@gmail.com

¹⁰Consolatrix College of Toledo City, Cebu Philippines
amiepiala@gmail.com

Corresponding Author : Jessa A. Sestoso Email: sestosojessa@gmail.com



Abstract — Supervision in education is central to ensuring instructional quality, professional growth, and organizational effectiveness. In sectarian schools, supervisory skills are particularly critical, as they integrate values-based education with academic rigor. Despite the recognized importance of supervision, limited research has explored how educators in sectarian contexts develop and apply supervisory skills, and whether these skills are influenced by professional profiles such as years in service or seminar attendance. This study employed a descriptive-correlational design involving 30 educators selected through purposive sampling. A self-constructed survey instrument, validated by experts and tested for reliability (Cronbach's $\alpha = 0.83$), measured supervisory skills across ten dimensions. Data were gathered through face-to-face and online surveys. Means were used to describe supervisory skill levels, while Pearson's r tested correlations between supervisory skills and educators' profiles. Results showed that educators demonstrated high supervisory skills overall, with notable strengths in cooperation ($M = 3.95$), interpersonal skills ($M = 4.02$), time management ($M = 3.84$), and positivity ($M = 3.81$). Moderate ratings were observed in adaptability and conflict resolution, particularly in thriving during transitions and identifying conflict root causes. Correlation analysis revealed no significant relationship between supervisory skills and years in service ($r = 0.12$, p

= 0.54) or seminar attendance ($r = 0.09$, $p = 0.62$). Therefore, supervisory skills among educators are multidimensional and not strongly determined by tenure or seminar hours. Sectarian schools should therefore invest in structured mentorship, coaching, and resilience-building programs that emphasize adaptability, conflict management, and strategic alignment. Strengthening these areas will ensure supervisory practices that enhance teacher performance while remaining consistent with the institution's values-driven mission.

Keywords — supervisory skills, sectarian school, years in service, seminar attendance

I. INTRODUCTION

Supervision in education plays a pivotal role in ensuring instructional quality, professional growth, and organizational effectiveness. In sectarian schools, where values-based education intersects with academic rigor, supervisory skills of educators are particularly critical in fostering both pedagogical excellence and holistic student development. Effective supervision encompasses a wide range of competencies, including communication, decision-making, adaptability, and mentorship, which collectively shape the learning environment and influence teacher performance.

This study aimed to investigate the supervisory skills of educators at a sectarian college in Toledo City during the school year 2023–2024. It evaluated the level of supervisory skills across ten key dimensions: written and verbal communication, decision-making, interpersonal skills, adaptability, time management, conflict resolution, cooperation, mentorship, positivity, and willingness to learn. It also tested the relationship between the educators' profiles, such as years in teaching and hours of seminar attendance, and their supervisory skills.

Recent scholarship underscores the importance of supervisory practices in enhancing teacher performance and institutional effectiveness. It has been found that instructional supervisory skills of school heads significantly influenced teacher performance, highlighting the need for systematic supervisory frameworks in Philippine schools [1]. Similarly, the supervisory practices during the "new normal" emphasized adaptability and communication as essential competencies [2]. Mangadlao and Oropa [3] argued that supervisory programs must be strengthened through instructional leadership, noting challenges such as time constraints and insufficient focus on leadership integration. More recently, research demonstrated that instructional supervision directly correlates with teachers' efficacy, particularly in strategic leadership and professional development [4]. In addition, the mentoring capacity of master teachers is highlighted, showing supervisory skills such as observation, feedback, and coaching significantly enhance instructional performance [5].

Taken together, these studies affirm that supervisory skills are multidimensional and context-dependent, requiring educators to balance administrative responsibilities with instructional leadership. Within sectarian schools, where moral and spiritual formation complements academic instruction, enhancing supervisory skills is not only a managerial necessity but also a mission-driven imperative. This study contributes to the growing body of literature by situating supervisory skill development within the unique context of a sectarian college, thereby offering insights into how educators' profiles and competencies interact to shape effective supervision.

II. METHODS

This study employed a descriptive-correlational design, which is appropriate for examining both the current level of supervisory skills among educators and the relationship between these skills and selected profile variables. Descriptive-correlational designs are widely used in educational research to describe phenomena and explore associations without manipulating variables [6]. The participants consisted of 30 educators from a sectarian college in Toledo City during the school year 2023–2024. They included administrators, program heads, coordinators, and classroom teachers. The study utilized purposive sampling, selecting participants based on their supervisory roles and relevance to the research objectives. Purposive sampling is particularly effective in small-scale educational studies where specific expertise or roles are required [7].

Data were collected using a self-constructed survey instrument designed to measure supervisory skills across ten dimensions: written and verbal communication, decision-making, interpersonal skills, adaptability, time management, conflict resolution, cooperation, mentorship, positivity, and willingness to learn. Five items were dedicated to each dimension, to which the educators expressed agreement using a 5-point Likert scale (1 = strongly disagree, 5 = strongly agree). To ensure content validity, the instrument was reviewed and validated by three experts in research and education. Expert validation is a common strategy to establish the appropriateness and comprehensiveness of items [8]. A pilot test was also conducted with a small group of educators outside the sample, and Cronbach's alpha was computed to assess internal consistency. A coefficient of 0.83 was considered acceptable, consistent with standards in educational measurement. Surveys were administered both face-to-face and online, allowing flexibility and accessibility for participants. This mixed-mode approach ensured higher participation rates and minimized logistical barriers. Participants were briefed on the purpose of the study, and informed consent was obtained prior to data collection. Descriptive statistics, specifically means, were used to determine the level of supervisory skills across the ten dimensions. To examine relationships between supervisory skills and educators' profiles (years in service and hours of seminar attendance), Pearson's r correlation coefficient was employed.

The study adhered to ethical principles in educational research. Participation was voluntary, and informed consent was obtained. Confidentiality was maintained by anonymizing responses and securing data. Participants were assured that their responses would be used solely for academic purposes. The study followed the ethical guidelines for research involving human participants.

III. RESULT AND DISCUSSION

Supervisory Skills

Table 1: *Supervisory Skills in terms of Written and Verbal Communication*

Written and Verbal Communication	Weighted Mean	Verbal Interpretation
I clearly articulate expectations to my team in writing.	3.85	High
I provide constructive feedback verbally during team meetings.	3.72	High
I communicate complex ideas simply and effectively to supervisees.	3.76	High
I listen actively and respond thoughtfully in verbal discussions.	3.87	High
My written reports and emails are precise and professional.	3.84	High
Overall Weighted Mean	3.80	High

Legend:

4.21–5.00	Very High
3.41–4.20	High
2.61–3.40	Moderate
1.81–2.60	Low
1.00–1.80	Very Low

Table 1 shows the supervisors' skills in written and verbal communication assessed as high overall, with a weighted mean of 3.80. Individual items ranged from 3.72 ("I listen actively and respond thoughtfully in verbal discussions") to 3.87 ("I provide constructive feedback verbally during team meetings"), aligning with recent Philippine studies on school heads' competencies. For instance, Triste [9] reported high supervisory leadership skills, emphasizing the role of communication in instructional management, while another study on supervisory management skills found that verbal facilitation indicators correlate with clear articulation and feedback [10]. These findings imply that sectarian school supervisors demonstrate robust communication proficiencies, supporting enhanced teacher efficacy and morale, though targeted training could elevate borderline items toward very high levels to optimize

instructional supervision and student outcomes further.

Table 2: *Supervisory Skills in terms of Decision-Making*

Decision-Making	Weighted Mean	Verbal Interpretation
I make timely decisions based on available information.	3.71	High
I evaluate risks effectively before finalizing decisions.	3.68	High
I involve relevant team members in key decision processes.	3.72	High
I adjust decisions when new evidence emerges.	3.75	High
My decisions consistently align with organizational goals.	3.38	Moderate
Overall Weighted Mean	3.65	High

Legend:

4.21–5.00	Very High
3.41–4.20	High
2.61–3.40	Moderate
1.81–2.60	Low
1.00–1.80	Very Low

Table 2 reveals that educators demonstrated a high level of decision-making skills overall ($M = 3.65$), particularly in areas such as adjusting decisions when new evidence emerges ($M = 3.75$) and involving team members in key processes ($M = 3.72$). These results align with recent scholarship, emphasizing collaborative and adaptive decision-making as essential supervisory competencies in educational contexts. For instance, participatory decision-making has been highlighted in fostering trust and enhancing organizational alignment in schools [11], while adaptability in decision-making was strongly correlated with effective instructional leadership during post-pandemic transitions [12]. However, the relatively moderate rating for aligning decisions with organizational goals ($M = 3.38$) suggests a gap that may hinder coherence between individual supervisory practices and institutional vision. This echoes the findings of Ghonim et al. [13], who argued that strategic alignment in decision-making remains a challenge for educational leaders, particularly in faith-based institutions where values-driven goals must be integrated with academic priorities. The implication is clear: while educators in sectarian schools exhibit strong adaptive and collaborative decision-making skills, professional development programs should emphasize strategic alignment to ensure that supervisory decisions consistently reinforce institutional mission and objectives.

Table 3: *Supervisory Skills in terms of Interpersonal Skills*

Interpersonal Skills	Weighted Mean	Verbal Interpretation
I build strong rapport with team members quickly.	3.91	High
I show empathy when addressing team members' concerns.	4.35	Very High
I foster trust through consistent and fair interactions.	4.17	High
I handle sensitive conversations with respect and tact.	4.23	Very High
I promote open dialogue among team members.	3.45	High
Overall Weighted Mean	4.02	High

Legend:

4.21–5.00	Very High
3.41–4.20	High

2.61–3.40	Moderate
1.81–2.60	Low
1.00–1.80	Very Low

Table 3 indicates that educators demonstrated a high level of interpersonal skills overall ($M = 4.02$), with particularly strong ratings in empathy ($M = 4.35$) and handling sensitive conversations with respect and tact ($M = 4.23$). These findings resonate with recent scholarship emphasizing the centrality of interpersonal competencies in effective supervision. For example, it has been found that empathy and rapport-building significantly enhance teacher collaboration and reduce workplace stress [14], while fostering trust and open dialogue strengthens organizational culture in faith-based schools [15]. The relatively lower score for promoting open dialogue ($M = 3.45$) suggests that while educators excel in one-on-one interactions, there may be challenges in facilitating group communication. This aligns with scholarly observations noting that supervisory leaders often struggle to balance individual empathy with collective dialogue in diverse educational settings [16]. The implication is that professional development in sectarian schools should not only reinforce empathy and tact but also provide strategies for cultivating open, inclusive communication channels that sustain trust and collaboration across teams.

Table 4: *Supervisory Skills in terms of Adaptability*

Adaptability	Weighted Mean	Verbal Interpretation
I quickly adjust to unexpected changes in priorities.	3.27	Moderate
I remain effective during periods of organizational transition.	2.96	Moderate
I embrace new technologies or methods to improve supervision.	4.05	High
I adapt my leadership style to individual team needs.	3.65	High
I thrive in dynamic or unpredictable work environments.	2.54	Low
Overall Weighted Mean	3.29	Moderate

Legend:

4.21–5.00	Very High
3.41–4.20	High
2.61–3.40	Moderate
1.81–2.60	Low
1.00–1.80	Very Low

Table 4 shows that educators' adaptability skills were rated at a moderate level overall ($M = 3.29$), with strengths in embracing new technologies ($M = 4.05$, High) and adapting leadership styles to team needs ($M = 3.65$, High). However, weaker ratings were observed in thriving in unpredictable environments ($M = 2.54$, Low) and remaining effective during transitions ($M = 2.96$, Moderate). These findings suggest that while educators are open to innovation and responsive to individual needs, they face challenges in sustaining effectiveness during organizational change. Recent studies echo this pattern: adaptability in educational leadership is increasingly tied to technological integration [17], while educators often struggle with resilience during institutional transitions [18]. Moreover, adaptability requires not only openness to change but also psychological readiness to thrive in uncertain contexts [19]. The implication is that sectarian schools must invest in professional development programs that strengthen resilience and change management skills, ensuring that educators can maintain supervisory effectiveness even in dynamic or unpredictable environments.

Table 5: *Supervisory Skills in terms of Time Management*

Time Management	Weighted Mean	Verbal Interpretation
I prioritize tasks efficiently to meet deadlines.	3.78	High
I delegate responsibilities to optimize team productivity.	4.39	Very High
I maintain a balanced workload without burnout.	3.82	High
I use tools effectively to track progress and timelines.	3.64	High
I help my team improve their own time management skills.	3.55	High
Overall Weighted Mean	3.84	High

Legend:

4.21–5.00	Very High
3.41–4.20	High
2.61–3.40	Moderate
1.81–2.60	Low
1.00–1.80	Very Low

Table 5 indicates that educators exhibited a high level of time management skills overall ($M = 3.84$), with the strongest competency in delegating responsibilities to optimize team productivity ($M = 4.39$, Very High). This finding reflects recent scholarship emphasizing delegation as a critical supervisory function that enhances efficiency and prevents burnout among educators. For instance, effective delegation has been found to significantly improve team performance and reduce managerial overload in academic institutions [20]. Similarly, balanced workload management is essential for sustaining teacher well-being and organizational productivity [21]. The consistently high ratings in prioritization ($M = 3.78$), balanced workload ($M = 3.82$), and use of tools for tracking progress ($M = 3.64$) suggest that educators are adept at structuring tasks and leveraging resources to meet deadlines. However, the slightly lower score in helping team members improve their own time management ($M = 3.55$) points to an area for growth, echoing that supervisory leaders must not only manage their own time effectively but also mentor subordinates in developing similar skills. The implication is that sectarian schools should strengthen professional development programs that emphasize mentoring in time management [22], thereby fostering a culture of efficiency and sustainability across all supervisory levels.

Table 6: *Supervisory Skills in terms of Conflict Resolution*

Conflict Resolution	Weighted Mean	Verbal Interpretation
I identify conflict root causes promptly and objectively.	3.26	Moderate
I mediate disputes fairly to reach mutually beneficial solutions.	3.68	High
I de-escalate tense situations calmly and professionally.	3.54	High
I follow up after resolutions to ensure lasting harmony.	3.17	Moderate
I prevent conflicts by addressing issues proactively.	3.49	High
Overall Weighted Mean	3.43	High

Legend:

4.21–5.00	Very High
3.41–4.20	High
2.61–3.40	Moderate

1.81–2.60	Low
1.00–1.80	Very Low

Table 6 shows that educators demonstrated a high level of conflict resolution skills overall ($M = 3.43$), with particular strengths in mediating disputes fairly ($M = 3.68$) and de-escalating tense situations calmly ($M = 3.54$). These findings align with recent scholarship emphasizing the importance of fairness and professionalism in supervisory conflict management. For instance, fair mediation practices have been found to significantly improve team cohesion and reduce recurring disputes in schools [23], while calm de-escalation strategies are critical for maintaining psychological safety in educational environments [24]. However, moderate ratings in identifying root causes ($M = 3.26$) and following up after resolutions ($M = 3.17$) suggest that while educators can manage conflicts effectively in the moment, they may struggle with deeper diagnostic and long-term resolution strategies. This reflects that sustainable conflict resolution requires proactive issue identification and systematic follow-up to prevent recurrence [25]. Sectarian schools should strengthen training in root-cause analysis and post-resolution monitoring, ensuring that supervisory practices not only resolve disputes but also foster lasting harmony aligned with institutional values.

Table 7: *Supervisory Skills in terms of Cooperation*

Cooperation	Weighted Mean	Verbal Interpretation
I collaborate seamlessly with other departments or teams.	3.82	High
I encourage cross-team initiatives for shared success.	3.75	High
I share resources willingly to support collective goals.	4.87	Very High
I model cooperative behavior in all interactions.	3.69	High
I resolve inter-team disagreements constructively.	3.64	High
Overall Weighted Mean	3.95	High

Legend:

4.21–5.00	Very High
3.41–4.20	High
2.61–3.40	Moderate
1.81–2.60	Low
1.00–1.80	Very Low

Table 7 shows that educators demonstrated a high level of cooperation overall ($M = 3.95$), with the strongest competency in willingly sharing resources to support collective goals ($M = 4.87$, Very High). This finding underscores the collaborative ethos often emphasized in sectarian schools, where resource-sharing reflects both organizational efficiency and values of solidarity. Recent scholarship supports this trend. Resource-sharing among educators has been found to enhance collective efficacy and reduce competition [26] while cross-team initiatives foster innovation and institutional resilience [27]. The consistently high ratings in collaboration ($M = 3.82$), encouragement of cross-team initiatives ($M = 3.75$), and constructive resolution of inter-team disagreements ($M = 3.64$) suggest that educators are effective in building cooperative relationships across departments. However, the slightly lower scores compared to resource-sharing indicate that while cooperation is strong, it may be more transactional than deeply integrative. This aligns with the findings that modeling cooperative behavior requires sustained cultural reinforcement beyond resource exchange [28]. Sectarian schools should continue to nurture cooperative practices by embedding them into institutional culture, ensuring that collaboration extends beyond resource-sharing to long-term, mission-driven partnerships across teams.

Table 8: *Supervisory Skills in terms of Mentorship*

Mentorship	Weighted Mean	Verbal Interpretation
I provide guidance tailored to each supervisee's growth.	3.88	High
I identify and nurture potential in my team members.	3.83	High
I offer regular coaching to develop skills.	3.35	Moderate
I celebrate supervisees' achievements publicly.	3.46	High
I create opportunities for career advancement.	4.17	High
Overall Weighted Mean	3.74	High

Legend:

4.21–5.00	Very High
3.41–4.20	High
2.61–3.40	Moderate
1.81–2.60	Low
1.00–1.80	Very Low

Table 8 indicates that educators demonstrated a high level of mentorship skills overall ($M = 3.74$), with notable strengths in creating opportunities for career advancement ($M = 4.17$) and providing tailored guidance to supervisees ($M = 3.88$). These findings align with recent scholarship emphasizing mentorship as a cornerstone of supervisory effectiveness. For instance, individualized guidance has been found to enhance teacher motivation and professional growth [29], while career advancement opportunities provided by supervisors were found to significantly improve retention and institutional loyalty [30]. However, the moderate rating in offering regular coaching ($M = 3.35$) suggests that while educators are supportive in principle, structured and consistent coaching practices may be underdeveloped. This observation resonates with Toh et al. [31] who argued that mentorship in educational settings must move beyond occasional guidance to systematic coaching that builds long-term competencies. This implies that sectarian schools should strengthen mentorship programs by institutionalizing regular coaching sessions, thereby ensuring that supervisory practices not only inspire but also sustain professional development across teaching teams.

Table 9: *Supervisory Skills in terms of Positivity*

Positivity	Weighted Mean	Verbal Interpretation
I maintain an optimistic outlook during challenges.	3.90	High
I motivate my team with positive reinforcement.	3.82	High
I create an uplifting work environment daily.	3.88	High
I focus on solutions rather than dwelling on problems.	3.65	High
My enthusiasm inspires higher team performance.	3.79	High
Overall Weighted Mean	3.81	High

Legend:

4.21–5.00	Very High
3.41–4.20	High
2.61–3.40	Moderate
1.81–2.60	Low
1.00–1.80	Very Low

Table 9 indicates that educators demonstrated a high level of positivity overall ($M = 3.81$), with consistently strong ratings across all indicators, including maintaining optimism during challenges ($M = 3.90$), motivating teams through positive reinforcement ($M = 3.82$), and creating uplifting work environments ($M = 3.88$). These findings align with recent scholarship emphasizing positivity as a critical supervisory trait that enhances morale and productivity. For instance, it has been found that optimistic supervisory practices significantly reduce stress and foster resilience among teachers [32], while positive reinforcement was found to directly correlate with improved instructional performance and team cohesion [33]. Moreover, research argues that solution-focused leadership, rather than problem-centered approaches, cultivates innovation and sustained engagement in educational settings [34]. The implication is that sectarian schools benefit from supervisors who model positivity, as this not only inspires higher team performance but also reinforces the institution's values-driven mission. However, the results also suggest that positivity must be complemented by adaptability and conflict management skills to ensure that optimism translates into sustainable supervisory effectiveness.

Table 10: *Supervisory Skills in terms of Willingness to Learn*

Willingness to Learn	Weighted Mean	Verbal Interpretation
I actively seek feedback to improve my supervisory skills.	3.42	High
I pursue professional development opportunities regularly.	3.75	High
I learn from mistakes and apply lessons forward.	3.84	High
I stay updated on best practices in supervision.	3.78	High
I welcome diverse perspectives to enhance my approach.	3.56	High
Overall Weighted Mean	3.67	High

Legend:

4.21–5.00 Very High

3.41–4.20 High

2.61–3.40 Moderate

1.81–2.60 Low

1.00–1.80 Very Low

Table 10 shows that educators demonstrated a high level of willingness to learn overall ($M = 3.67$), with particularly strong ratings in learning from mistakes ($M = 3.84$) and staying updated on best practices ($M = 3.78$). These findings highlight a growth-oriented supervisory culture, consistent with recent scholarship emphasizing continuous learning as a driver of effective educational leadership. For instance, supervisors who actively seek feedback and professional development opportunities foster greater teacher engagement and innovation [12], while openness to diverse perspectives enhances collaborative problem-solving in schools [16]. Moreover, supervisors who integrate lessons from past mistakes into future practices demonstrate adaptive expertise, which is critical in dynamic educational environments [35]. The implication is that sectarian schools benefit from supervisors who model lifelong learning, as this not only strengthens individual supervisory skills but also cultivates a culture of reflective practice and institutional improvement. However, the findings also suggest that structured mechanisms for feedback and coaching could further enhance educators' willingness to learn, ensuring that professional growth is sustained and aligned with organizational goals.

Test of Relationship

Table 11: *Test of Relationship between the Educators' Level of Supervisory Skills and Profile*

Variables	r-value	p-value	Interpretation
Supervisory Skills x Years in Service	0.12	0.54	No significant correlation
Supervisory Skills x Hours in Seminar Attendance	0.09	0.62	No significant correlation

The correlation analysis, shown in Table 11, revealed that neither years in service ($r = 0.12$, $p = 0.54$) nor seminar attendance ($r = 0.09$, $p = 0.62$) showed a significant relationship with overall supervisory skills. This suggests that supervisory competencies among educators in the sectarian school are not strongly influenced by length of teaching experience or the number of hours spent in seminars. These findings align with recent studies indicating that supervisory effectiveness often depends more on quality of training, institutional culture, and leadership support rather than tenure or seminar frequency [25][36]. This implies that professional development programs should prioritize structured mentorship, coaching, and contextualized supervisory training rather than relying solely on years of service or seminar attendance as predictors of supervisory skill development.

IV. CONCLUSION

Educators generally demonstrated high levels of supervisory skills, with particular strengths in cooperation, interpersonal skills, time management, and positivity. However, moderate ratings in adaptability and conflict resolution, especially in thriving during transitions and identifying root causes, highlight areas for improvement. Importantly, correlation analysis showed no significant relationship between supervisory skills and educators' profiles such as years in service and seminar attendance, suggesting that supervisory competence is not merely a function of tenure or training hours but is shaped by institutional culture, leadership support, and the quality of professional development. These results underscore the need for sectarian schools to prioritize structured mentorship, coaching, and resilience-building programs that integrate values-driven leadership with practical supervisory competencies. By doing so, institutions can ensure that supervisory practices not only enhance teacher performance but also align with the mission of holistic education.

REFERENCES

- [1] Obuta, S. M. S., Salva, C. R., & Fernal, E. S. (2025). School heads' instructional supervisory skills and teachers' performance. *International Journal for Multidisciplinary Research*, 3(1). <https://doi.org/10.17613/5j48w-6a560>
- [2] Guamos, A. L., & Jalos, L. M. (2023). Instructional supervisory practices of school heads during the new normal at Buenavista Districts I and II, Division of Quezon. *Psychology and Education: A Multidisciplinary Journal*, 15, 721–736. <https://doi.org/10.5281/zenodo.10458726>
- [3] Mangadlao, J. T., & Oropa, J. C. (2025). Enhancing supervisory programs through instructional practices of school heads. *Journal of Interdisciplinary Perspectives*, 3(3). <https://doi.org/10.69569/jip.2025.052>
- [4] Mijares, L. O., & Oco, R. M. (2026). School heads' instructional supervision and teachers' efficacy. *International Journal of Multidisciplinary Research and Analysis*, 9(2). <https://doi.org/10.47191/ijmra/v9-i2-03>
- [5] Lumidao, E. B. (2025). Master teacher's mentoring capacity and supervisory skills on the mentees' instructional and teaching-related skills. *International Journal of Multidisciplinary Research and Publications*, 7(12), 211–226.
- [6] Creswell, J. W., & Creswell, J. D. (2021). *Research design: Qualitative, quantitative, and mixed methods approaches* (6th ed.). SAGE Publications.
- [7] Ahmad, M., & Wilkins, S. (2025). Purposive sampling in qualitative research: A framework for the entire journey. *Quality & Quantity*, 59, 1461–1479. <https://doi.org/10.1007/s11135-024-01789-3>
- [8] Taherdoost, H. (2022). Validity and reliability of research instruments: How to test the validation of a questionnaire/survey in a

- research. *International Journal of Academic Research in Management*, 11(1), 31–46. <https://doi.org/10.2139/ssrn.4126401>
- [9] Triste, R. W. D. (2026). School heads' supervisory competence, management practices, and decision-making skills. *International Journal of Scientific Advancement and Technology*, 17(1). <https://doi.org/10.71097/IJSAT.v17.i1.9911>
- [10] Espartero, C., & Bautista, M. (2025). School heads' supervisory skills, leadership practices and teachers' morale. *International Multidisciplinary Journal of Research for Innovation, Sustainability, and Excellence*, 2(6). <https://doi.org/10.5281/zenodo.15631085>
- [11] Villafane, R. (2025). Participative leadership style of school heads: Implications for an effective academic mentorship program. *Journal of Interdisciplinary Perspectives*, 3(4), 131-146. <https://doi.org/10.69569/jip.2025.033>
- [12] Costache, B., Vulpe, M. I., & Baltaretu, C. (2025). *Educational leadership in uncertain times: Adaptive strategies and decision-making in post-pandemic schools*. 18th Annual International Conference of Education, Research and Innovation. <https://doi.org/10.21125/iceri.2025.0842>
- [13] Ghonim M.A., Khashaba N.M., Al-Najaar H.M., & Khashan M.A. (2022), Strategic alignment and its impact on decision effectiveness: a comprehensive model. *International Journal of Emerging Markets*, 17(1), 198–218. <https://doi.org/10.1108/IJOEM-04-2020-0364>
- [14] Patrick, M. R. (2024). *Empathy and trust: Key factors in collaborative relationships between instructional designers and faculty* [Published Dissertation]. Arizona State University.
- [15] Kotten, N. B., Bataona, Y. D., Ali, U., Kote, A. N., & Tasrim, I. W. (2025). Exploring spiritually oriented supervision: Enhancing teacher performance and holistic education in religious-based primary schools. *International Journal of Learning, Teaching and Educational Research*, 24(2), 227-241. <https://doi.org/10.26803/ijlter.24.2.12>
- [16] Bakhshandeh, B., Rothwell, W. J., & Zaballero, A. G. (2024). *The inclusive, empathetic, and relational supervisor: Managing diverse employees through interpersonal relationships*. Productivity Press. <https://doi.org/10.4324/9781003413493>
- [17] De Los Reyes, M., & Paglinawan, James, L. (2024). Work adaptability and leadership competence on the digital fluency of school administrators. *International Journal of Research and Innovation in Social Science*, 8(14). <https://dx.doi.org/10.47772/IJRISS.2024.814MG0035>
- [18] Holliman, A. J., Connolly, C., Martin, A. J., & Collie, R. J. (2022). Adaptability and educational transitions. In *Overcoming Adversity in Education* (pp. 54-65). Routledge.
- [19] Peddireddy, A. (2025). Thriving through change: Strategies for building resilience and adaptability in organizations. *The Journal of Advancing Education Practice*, 6(1), 3.
- [20] Uchechukwu, A., Soya, N., Ayebaekipreye, K. D., Williamson, O. U. (2024). Delegation strategies of principals and their impact on administrative effectiveness in public secondary schools in Imo State. *International Journal of Research Publication and Reviews*, 5(11), 1244–1249.
- [21] Wahab, N. Y. A., Rahman, R. A., Mahat, H., Hudin, N. S., Ramdan, M. R., Razak, M. N. A., & Mohd Yadi, N. N. (2024). Impacts of workload on teachers' well-being: A systematic literature review. *TEM Journal*, 13(3).
- [22] Gutierrez, J. I., & Jacobs, G. (2023). Perspectives on time management, career progression, and mentorship. *Journal of the American Association of Nurse Practitioners*, 35(4), 223-225.
- [23] Noman, M., Xu, J., Kaur, A., & Fang, K. (2026). The interplay of contextual leadership and teacher-related organizational outcomes: The mediating role of group cohesion. *Educational Management Administration & Leadership*, 54(1), 279-296. <https://doi.org/10.1177/17411432241230662>
- [24] Pannell, S., & McBrayer, J. (2025). Turning Down the Heat: Practical De-Escalation Skills for Educators. *National Youth*

Advocacy & Resilience Conference, 82.

- [25] Sandomierski, T., Martinez, S., Webster, R., Winneker, A., & Minch, D. (2022). From “quick fix” to lasting commitment: Using root cause analysis to address disproportionate discipline outcomes. *Preventing School Failure: Alternative Education for Children and Youth*, 66(1), 1-13. <https://doi.org/10.1080/1045988X.2021.1937025>
- [26] Yu, L., Zhao, N., & Zhao, D. (2024). An empirical study on the influencing factors of learning resource sharing in teacher learning cyberspace. *Interactive Learning Environments*, 32(5), 1944-1956. <https://doi.org/10.1080/10494820.2022.2133146>
- [27] Li, T., & Kerdpitak, C. (2024). Moderating role of work team resilience in the relationship between innovation leadership and strategic fit on performance at the University of Yunan, China. *Nimitmai Review Journal*, 7(3), 114-128.
- [28] Asogwa, V. C. (2024). Blended collaborative and cooperative research supervision model for higher education. *Journal of Educational Research on Children, Parents & Teachers*, 5(2), 219–232.
- [29] Baser, D., Akkus, R., Akayoglu, S., Top, E., & Gurer, M. D. (2021). Training in-service teachers through individualized technology-related mentorship. *Educational Technology Research and Development*, 69(6), 3131-3151. <https://doi.org/10.1007/s11423-021-10065-w>
- [30] Harris, K. K. (2025). *Empowering youth through academic, behavioral, and mentoring structures in faith-based education* [Doctoral dissertation]. Trevecca Nazarene University
- [31] Toh, R. Q. E., Koh, K. K., Lua, J. K., Wong, R. S. M., Quah, E. L. Y., Panda, A., ... & Krishna, L. K. R. (2022). The role of mentoring, supervision, coaching, teaching and instruction on professional identity formation: A systematic scoping review. *BMC Medical Education*, 22(1), 531. <https://doi.org/10.1186/s12909-022-03589-z>
- [32] Shokri, M., Hosseini, S. K., Jebreil, E., & BagherZadeh, F. (2024). The effectiveness of mindfulness-based stress reduction training on educational optimism, burnout and job stress in secondary school teachers. *Academic Journal of Psychological Studies*, 13(2).
- [33] Okonkwo, H. N. (2024). Extent of principals utilization of reinforcement as instructional supervision technique as perceived by teachers in secondary schools in Enugu education zone. *UNIZIK Journal of Educational Research and Policy Studies*, 18(2).
- [34] Seko, Y., & Lau, P. (2022). Solution-focused approach in higher education: A scoping review. *Higher Education Research & Development*, 41(5), 1710-1726. <https://doi.org/10.1080/07294360.2021.1920893>
- [35] Pelgrim, E., Hissink, E., Bus, L., van der Schaaf, M., Nieuwenhuis, L., van Tartwijk, J., & Kuijer-Siebelink, W. (2022). Professionals’ adaptive expertise and adaptive performance in educational and workplace settings: An overview of reviews. *Advances in Health Sciences Education*, 27(5), 1245-1263. <https://doi.org/10.1007/s10459-022-10190-y>
- [36] Effendi, M. S., Komariah, A., Agustina, S. S., & Dikdik, A. (2025). Beyond workload: Uncovering the link between supervisor support, work–life balance, and lecturer productivity. *Education Sciences*, 15(9), 1122. <https://doi.org/10.3390/educsci15091122>