

# School Heads' Leadership and Supervision Styles to the Teaching Effectiveness

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**Abstract**—This study aimed to determine the correlation between school heads' leadership styles and supervision styles and teaching effectiveness of teachers in Philippine public schools. Specifically, it sought to assess the level of leadership styles, supervision styles and teaching effectiveness. It also evaluate the significant correlation of leadership and supervision styles to teaching effectiveness. Lastly, a professional development plan based on the findings of this research was crafted. This study used a descriptive correlation design. The responders came from medium and large schools, primarily from the public central elementary schools. The quantitative phase involved 23 schools with 632 respondents using researcher-developed survey questionnaires. Findings indicated that school heads' leadership styles and supervision styles were found to be in "Great Extent". Teaching effectiveness were assessed at the same level of "Great Extent", this meant that it was highly evident practices in Content, knowledge and pedagogy, Learning Environment, Diversity of Learners, Curriculum and Planning, Assessment and Reporting and Community Linkages and Professional Engagement of teachers. Furthermore, school heads' leadership styles and supervision styles to teaching effectiveness were positively correlated. There is significant correlation between the Leadership Styles and Supervision Styles of teaching effectiveness, then the hypotheses were rejected. Therefore, it is concluded that that school heads' leadership styles had a substantial contribution with teachers' effectiveness, emphasizing the necessity of motivating and encouraging teachers to collaborate toward a common goal while school supervision styles have considerable influence in teachers' effectiveness. Finally, it was recommended that school heads may implement structured professional development programs that enhance their capacity for supervision and leadership, while teachers may use reflective teaching practices, they may participate in professional engagement, and apply the feedback they receive from their school heads in instructional planning and teaching-related skills to further improve their performance.

## I. INTRODUCTION

The styles in which school heads lead and supervise are crucial and can impact the performance of teachers in this research. The purpose of this study is to provide a foundation for forming conclusions on the significance of public school heads' leadership and supervision styles for both teacher and school performance. The findings of this study may demonstrate how different leadership and supervision styles impact teachers' effectiveness and how they are applied in varied educational contexts.

School heads commonly envision the school's progress in different areas under their responsibilities in which the leadership and supervision styles are the most important consideration to improve the school performance including learners, teachers and staffs. Teachers are typically motivated

to perform well on their work when they observe their school heads performing well on their tasks and responsibilities. Otherwise, some teachers tends to become reluctant and less motivated if they feel bias, insufficient support and ineffective school heads in terms of decision making during program and project implementation as well as in school's policies and guidelines execution.

The Department of Education (DepEd) releases Order number 24, series of 2020, entitled National Adaptation and Implementation of Philippine Professional Standards for School Heads (PPSSH) in keeping with its commitment to assist school heads in carrying out their duties in schools, including enhancing teacher quality and, consequently, improving students accomplishment. However, it has always been major concern whereas how school leadership and supervision practices could be attributed to enhancing the teachers' performance. Does the school principals have really the ability to design and carry out long-lasting initiatives that improve the wellbeing of their teachers and students? Are they well-capacitated to handle school personnel's issues, conflicts and problems? Is their leadership and supervision styles are relevant to the needs of their teachers and how does it affects the teachers' effectiveness? These questions led the researcher's interest in investigating the leadership and supervision styles used by school administrators and how these styles affect the teaching effectiveness in terms of different teaching practices as referred to Philippine Professional Standards for Teachers, such as; Content knowledge, Content, Knowledge and Pedagogy, Learning Environment, Diversity of Learners, Curriculum and Planning, Assessment and Reporting and Community Linkages and Professional Engagement and Development.

### 1.1 Statement of the Problem

#### *Problem/s which were addressed by the research*

This study aims to cater the School Heads' leadership styles and supervision styles on the teaching effectiveness in all central schools in the Division of Laguna.

Specifically, it sought to answer the following questions:

1. What is the level of school heads' leadership styles in terms of:
  - 1.1 Transformational Leadership;
  - 1.2 Instructional Leadership;
  - 1.3 Servant Leadership;
  - 1.4 Autocratic Leadership;
  - 1.5 Democratic Leadership; and
  - 1.6 Collaborative Leadership?

2. What is the level of school heads' supervision styles in terms of:
  - 2.1 Collaborative Supervision;
  - 2.2 Directive Supervision;
  - 2.3 Non-directive Supervision;
  - 2.4 Clinical Supervision;
  - 2.5 Developmental Supervision;
  - 2.6 Differentiated Supervision; and
  - 2.7 Traditional Supervision?
3. What is the level of teaching effectiveness in terms of:
  - 3.1 Content, knowledge and pedagogy;
  - 3.2 Learning Environment;
  - 3.3 Diversity of Learners;
  - 3.4 Curriculum and Planning; and
  - 3.5 Assessment and Reporting?
  - 3.6 Community Linkages and Professional Engagement
4. Is there a significant correlation between school heads' leadership styles to the teaching effectiveness of the elementary teachers?
5. Is there a significant correlation between school heads' supervision styles to the teaching effectiveness of the elementary teachers?

## II. METHODOLOGY

This study used a descriptive correlation design. The responders came from medium and large schools, primarily from the public central elementary schools. The quantitative phase involved 23 schools with 632 respondents using researcher-developed survey questionnaires.

## III. RESULTS AND DISCUSSION

This chapter presents the different results from treating the data gathered in this study. In this chapter, supported by tables, all particular concerns addressed in Chapter 1 under the problem statement are resolved. It discusses the data gathered about the significant relationship between Leadership and Supervision Styles of the School Heads to Teaching Effectiveness. In particular, the study sought to address the following:

### Level of School Heads' Leadership Styles

In this study, the level of Leadership Styles of the School Heads refers to Transformational Leadership, Instructional Leadership, Servant Leadership, Autocratic Leadership, Democratic Leadership, and Collaborative Leadership.

The responses are verbally interpreted, and the statement, mean, standard deviation, and comments are presented in the tables below from the respondents' viewpoints.

The School Head conveys the right behavior and attitude necessary to appreciate theory and practice. The mean ( $M = 6.03$ ) suggests a high level of Leadership Styles of the School Heads in terms of Transformational Leadership and supported with standard deviation ( $SD = 0.87$ ). Also, develop skills, competencies, and motivation in order to promote organizational transformation and success. While the mean is slightly lower ( $M = 5.96$ ), with standard deviation ( $SD = 0.83, 0.84$ ), it still indicates the School Head motivate and encourage teachers and staff to work toward a common

objective and delegate authority and give teachers and staff the ability to take ownership and make decisions.

The table 1 shows the level of School Heads' Leadership Styles in terms of Transformational Leadership.

TABLE 1. Level of School Heads' Leadership Styles in terms of Transformational Leadership

My School Head...	Mean	SD	Remarks
...motivate and encourage teachers and staff to work toward a common objective.	5.96	0.83	Excellent
...delegate authority and give teachers and staff the ability to take ownership and make decisions.	5.96	0.84	Excellent
...foster organizational change and improve performance	5.99	0.83	Excellent
...develop skills, competencies, and motivation in order to promote organizational transformation and success.	6.02	0.86	Excellent
...conveys the right behavior and attitude necessary to appreciate theory and practice.	6.03	0.87	Excellent
...develops vision, provides individual support, stimulates the intellect, models best practices, sets high expectations, and fosters a healthy school culture.	6.01	0.92	Excellent
...seek innovative approaches to experiment and take chances for improvement and transformation in the performing elementary school.	6.00	0.09	Excellent
Weighted Mean	5.99		
SD	0.86		
Verbal Interpretation			Great Extent

The level of Leadership Styles of the School Heads in terms of Transformational Leadership attained a weighted mean score of 5.99 and a standard deviation of 0.86 and was verbally interpreted as great extent among the respondents.

In summary, these figures reinforce that transformational leadership of Solanki et.al., (2024) Transformational leadership is the process by which leaders inspire and motivate educators by cultivating a feeling of ownership, creativity, and innovation, as well as by sharing a common vision.

The table 2 shows the level of School Heads' Leadership Styles in terms of Instructional Leadership.

TABLE 2. Level of School Heads' Leadership Styles in terms of Instructional Leadership

My School Head...	Mean	SD	Remarks
...devote their time to improving student achievement by supporting and enhancing effective teaching and learning techniques.	5.96	0.94	Excellent
...take the lead in providing concepts, materials, and information on curriculum and instruction.	5.97	1.04	Excellent
...have a strong sense of intellectual curiosity and stay up to date on educational research that may improve the acceptance of instructional programs.	5.97	1.02	Excellent
...oversee the curriculum and recruit, retain, and train teachers.	6.01	0.98	Excellent
...encourage teachers to continue developing as they share their expertise and hone their craft.	6.05	0.99	Excellent
...take a new and improved perspective on current schoolwork.	6.06	1.01	Excellent
...actively and regularly participate in a wide range of programs that improve education and learning for all students.	6.06	0.91	Excellent
Weighted Mean	6.01		
SD	0.99		
Verbal Interpretation			Great Extent

Table 2 displays the level of Leadership Styles of the School Heads. Also demonstrates the statements, mean, standard deviation and remarks.

The School Head take a new and improved perspective on current schoolwork and actively and regularly participate in a wide range of programs that improve education and learning for all students. The mean (M = 6.06) suggests a high level of Leadership Styles of the School Heads in terms of Instructional Leadership and supported with standard deviation (SD = 1.01, 0.91). Likewise, encourage teachers to continue developing as they share their expertise and hone their craft. While the mean is slightly lower (M = 5.96), with standard deviation (SD = 0.94), it still designates the School Head devote their time to improving student achievement by supporting and enhancing effective teaching and learning techniques.

The level of Leadership Styles of the School Heads in terms of Instructional Leadership reached a weighted mean score of 6.01 and a standard deviation of 0.99 and was verbally interpreted as great extent among the respondents.

In summary, these elements align with the notion that school administrators actively and consistently engage in a variety of initiatives that enhance instruction and learning for all students. Simply make, in order for pupils to succeed academically, the main activities of schooling, teaching, and learning must be addressed. Principals are expected to exhibit ongoing, deep commitment in promoting best practices in education as well as intensive engagement with curriculum and instructional concerns, according to this approach. Shake H. (2023).

Table 3 demonstrates the level of Leadership Styles of the School Heads. Additionally, it presents the mean, standard deviation, statements, and comments.

The School Head prioritize their team members' needs and well-being. The mean (M = 6.12) suggests a high level of Leadership Styles of the School Heads in terms of Servant Leadership and supported with standard deviation (SD = 0.86). Similarly, use method that puts team members' needs and development over accomplishing organizational goals. While the mean is slightly lower (M = 6.04), with standard deviation (SD = 1.01), it still specifies the School Head prioritizes assisting others over everything else in elementary school.

The table 3 shows the level of School Heads' Leadership Styles in terms of Servant Leadership.

The level of Leadership Styles of the School Heads in terms of Servant Leadership accomplished a weighted mean score of 6.09 and a standard deviation of 0.92 and was verbally interpreted as great extent among the respondents.

In summary, these emphasis on servant leadership align with the existing literature, which highlights the significance of prioritize the needs of others while providing the assistance that is required and giving others credit for activities that have been completed. By offering support, encouragement, and even mentorship, they show that they genuinely care about the professional and career advancement of others. Boone L. W. (2019).

TABLE 3. Level of School Heads' Leadership Styles in terms of Servant Leadership

My School Head...	Mean	SD	Remarks
...prioritizes assisting others over everything else in elementary school.	6.04	1.01	Excellent
...take responsibility for the people they lead, including the students, faculty, parents, and the community where the school is located.	6.07	0.91	Excellent
...focuses on creating an environment that will enable them to succeed.	6.07	1.01	Excellent
...actively listen and display empathy towards their team members.	6.09	0.88	Excellent
...use method that puts team members' needs and development over accomplishing organizational goals.	6.11	0.91	Excellent
...prioritize their team members' needs and well-being.	6.12	0.86	Excellent
...encourage their team members to take responsibility and make decisions.	6.08	0.90	Excellent
Weighted Mean	6.09		
SD	0.92		
Verbal Interpretation	Great Extent		

The table 4 shows the level of School Heads' Leadership Styles in terms of Autocratic Leadership.

TABLE 4. Level of School Heads' Leadership Styles in terms of Autocratic Leadership

My School Head...	Mean	SD	Remarks
...make decisions without discussing their staff and want their directives to be obeyed without question.	5.01	1.93	Very Good
...closely supervise and oversee their team members' actions.	5.35	1.40	Excellent
...communicate one-way, giving directions and expecting compliance.	5.41	1.72	Excellent
...provide direction and structure to new or inexperienced teachers.	5.71	1.36	Excellent
...guarantee that duties are executed efficiently and successfully.	5.65	1.30	Excellent
...implement rigorous policies and kept tight control.	5.57	1.48	Excellent
...can assure effective execution and reduce errors in high-pressure situations.	5.50	1.53	Excellent
Weighted Mean	5.46		
SD	1.54		
Verbal Interpretation	Great Extent		

Table 4 express the level of Leadership Styles of the School Heads. Also illustrates the statements, mean, standard deviation and remarks.

The School Head provide direction and structure to new or inexperienced teachers. The mean (M = 5.71) suggests a high level of Leadership Styles of the School Heads in terms of Autocratic Leadership and supported with standard deviation (SD = 1.36). Correspondingly, guarantee that duties are executed efficiently and successfully. While the mean is lower (M = 5.01), with standard deviation (SD = 1.93), it still directs the School Head make decisions without discussing their staff and want their directives to be obeyed without question.

The level of Leadership Styles of the School Heads in terms of Autocratic Leadership conquered a weighted mean score of 5.46 and a standard deviation of 1.54 and was verbally interpreted as great extent among the respondents.

In summary, the finding reflects on the importance of exercise considerable control over decision-making processes,

usually relying on the judgments and assessments. This strategy is characterized by well-defined hierarchies, strict adherence to established protocols, and a strong focus on organizational structure and effectiveness. Maqbool S. et.al., (2024).

The table 5 shows the level of School Heads' Leadership Styles in terms of Democratic Leadership.

TABLE 5. Level of School Heads' Leadership Styles in terms of Democratic Leadership

My School Head...	Mean	SD	Remarks
...encourages collaboration, involvement, and inclusivity among team members.	6.03	0.92	Excellent
...recognizes each member's input and encourages a sense of responsibility and accountability within the team.	6.01	0.93	Excellent
...decisions are made collectively, with the leader soliciting feedback from team members prior to reaching an agreement.	6.04	0.94	Excellent
...support and guide team members while encouraging them to accept responsibility for their jobs and duties.	6.09	0.87	Excellent
...share information openly to keep team members informed and aware of the organization's direction and issues.	6.10	0.85	Excellent
...encourages different points of view, resulting in novel solutions.	6.03	0.85	Excellent
...struggle to make timely judgement due to emphasis on consensus.	6.01	1.03	Excellent
Weighted Mean	6.04		
SD	0.91		
Verbal Interpretation			Great Extent

The level of the School Heads' Leadership Styles is shown in Table 5. The claims, mean, standard deviation, and comments are all corroborated by this.

The School Head share information openly to keep team members informed and aware of the organization's direction and issues. The mean (M = 6.10) suggests a high level of Leadership Styles of the School Heads in terms of Democratic Leadership and supported with standard deviation (SD = 0.85). As well, support and guide team members while encouraging them to accept responsibility for their jobs and duties. While the mean is slightly lower (M = 6.01), with standard deviation (SD = 0.93, 1.03), it still indicates the School Head recognizes each member's input and encourages a sense of responsibility and accountability within the team and struggle to make timely judgment due to emphasis on consensus.

The level of Leadership Styles of the School Heads in terms of Democratic Leadership got a weighted mean score of 6.04 and a standard deviation of 0.91 and was verbally interpreted as great extent among the respondents.

In summary, the results indicate that democratic leadership approaches have enabled managers to make the appropriate choices, collaborate with others, or delegate some tasks to their staff. It fosters greater levels of trust, which in turn encourages subordinates to perform better as an organization. Dike, E. E. (2019).

Table 6 shows the level of School Heads' Leadership Styles in terms of Collaborative Leadership style. Also shows the statements, mean, standard deviation and remarks.

TABLE 6. Level of School Heads' Leadership Styles in terms of Collaborative Leadership

My School Head...	Mean	SD	Remarks
...focuses on mutual respect, trust, and open communication.	6.05	0.96	Excellent
...provides direction and feedback while also learning from and facilitating the teacher's growth and development.	6.05	0.94	Excellent
...encourage teachers to actively participate in goal planning, recognizing learning needs, and assessing their own performance.	6.06	0.90	Excellent
...communicate clearly and honestly to all teachers and staff.	6.05	0.91	Excellent
...use team members' different abilities, expertise, and perspectives to handle complicated problems and produce superior results.	6.04	0.94	Excellent
...considers workers' time rather than mandating meetings at random times.	6.05	0.93	Excellent
...simplify group initiatives, manage resources, efficiently share information, and achieve key objectives.	6.06	0.92	Excellent
Weighted Mean	6.05		
SD	0.93		
Verbal Interpretation			Great Extent

The School Head encourage teachers to actively participate in goal planning, recognizing learning needs, and assessing their own performance and simplify group initiatives, manage resources, efficiently share information, and achieve key objectives. The mean (M = 6.06) suggests a high level of Leadership Styles of the School Heads in terms of Collaborative Leadership and supported with standard deviation (SD = 0.90, 0.92). Additionally, focuses on mutual respect, trust, and open communication, provides direction and feedback while also learning from and facilitating the teacher's growth and development, communicate clearly and honestly to all teachers and staff and considers workers' time rather than mandating meetings at random times. While the mean is slightly lower (M = 6.04), with standard deviation (SD = 0.94), it still specifies the School Head use team members' different abilities, expertise, and perspectives to handle complicated problems and produce superior results.

The level of Leadership Styles of the School Heads in terms of Collaborative Leadership managed a weighted mean score of 6.05 and a standard deviation of 0.93 and was verbally interpreted as great extent among the respondents.

In summary, the findings of the study can be supported by Makoele, T. M. et.al., (2022) collaborative and participatory leadership paradigm in which all parties involved contribute to the school's operation. Instead of a hierarchical school structure where distributed leadership is the result of the school's success.

The table 7 shows the composite level of School Heads' Leadership Styles.

The level of Leadership Styles of the School Heads in terms of Transformational Leadership, Instructional Leadership, Servant Leadership, Autocratic Leadership, Democratic Leadership, and Collaborative Leadership arrived at a grand mean score of 5.94 and a standard deviation of 1.02 and was verbally interpreted as great extent among the respondents. This means that the Leadership Styles of the School Heads are all evidently demonstrated by the school

heads. The managerial and administrative responsibilities that center on teaching effectiveness are performed. Its primary duties include empowering teachers, fostering the growth of each person's potential, establishing learning environments that are organized, adapting to the changing social and economic situation, and incorporating a variety of leadership styles to enhance the school performance and teaching effectiveness are given priorities.

TABLE 7. Composite of Leadership Styles of the School Heads

Indicators	Weighted Mean	SD	Verbal Interpretation
Transformational Leadership	5.99	0.86	Great Extent
Instructional Leadership	6.01	0.99	Great Extent
Servant Leadership	6.09	0.92	Great Extent
Autocratic Leadership	5.46	1.54	Great Extent
Democratic Leadership	6.04	0.91	Great Extent
Collaborative Leadership	6.05	0.93	Great Extent
Grand Mean	5.94		
SD	1.02		
Verbal Interpretation			Great Extent

Level of School Heads' Supervision Styles

In this study, the level of School Heads' Supervision Styles encompasses Collaborative Supervision, Directive Supervision, Non-directive Supervision, Clinical Supervision, Developmental Supervision, Differentiated Supervision, and Traditional Supervision.

The following tables show the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

The School Head moving toward reducing their own power, involving teachers in decision-making, and giving them more authority over students' education and expresses her own opinions, but the main goal is to get the instructor to share his own thoughts and ideas before they jointly create lesson plans. The mean (M = 6.01) suggests a high level of Supervision Styles of the School Heads in terms of Collaborative and supported with standard deviation (SD = 0.84, 0.86). Also, consistent meetings and transparent communication between school head and teachers to promote a cooperative atmosphere. While the mean is slightly lower (M = 5.93), with standard deviation (SD = 0.95), it still indicates the School Head discusses the evaluation and decision-making process together, occasionally requesting the student teacher to make a report on the lesson that was just presented, occasionally requesting the student teacher to make a report on the lesson that was just presented.

The table 8 shows the level of School Heads' Supervision Styles in terms of Collaborative Supervision.

The level of Supervision Styles of the School Heads in terms of Collaborative attained a weighted mean score of 5.98 and a standard deviation of 0.92 and was verbally interpreted as great extent among the respondents.

In summary, these results resonate with established literature emphasizing on encouraging shared decision-making. According to (Laker, B. et.al., 2025) collaborative leaders value the opinions and knowledge of their team members and include them in decision-making. This method

raises team members' commitment to carrying out choices and improves their quality. A sense of accountability and ownership is fostered by shared decision-making, which produces more lasting and efficient results.

TABLE 8. Level of School Heads' Supervision Styles in terms of Collaborative

My School Head...	Mean	SD	Remarks
...discusses the evaluation and decision-making process together, occasionally requesting the student teacher to make a report on the lesson that was just presented, discusses the evaluation and decision-making process together, occasionally requesting the student teacher to make a report on the lesson that was just presented.	5.93	0.95	Excellent
...moving toward reducing their own power, involving teachers in decision-making, and giving them more authority over students' education.	6.01	0.84	Excellent
...expresses her own opinions, but the main goal is to get the instructor to share his own thoughts and ideas before they jointly create lesson plans.	6.01	0.86	Excellent
...allows teachers once have advanced into the levels of competence and self-assurance.	5.98	0.94	Excellent
...engage in practices that support educators in using their best judgment, planning, and initiative. The leader in collaborative supervision takes on the role of co-creator rather than instructor.	5.98	0.93	Excellent
...consistent meetings and transparent communication between school head and teachers to promote a cooperative atmosphere.	5.99	0.96	Excellent
...provide teachers with more thorough direction and assistance.	5.97	0.99	Excellent
Weighted Mean	5.98		
SD	0.92		
Verbal Interpretation			Great Extent

The table 9 shows the level of School Heads' Supervision Styles in terms of Directive Supervision.

TABLE 9. Level of School Heads' Supervision Styles in terms of Directive Supervision

My School Head...	Mean	SD	Remarks
...gives the teachers precise instructions, direction, and feedback with the main objective of making sure that tasks are finished successfully and efficiently.	5.99	0.95	Excellent
...give clear instructions on what must be done, how to do it, and when.	5.99	0.91	Excellent
...gives the teachers specific, quantifiable goals and objectives.	6.02	0.96	Excellent
...monitor closely the developments, give frequent feedback, and adapt as necessary.	6.06	0.90	Excellent
...hold teachers responsible for fulfilling duties and producing outcomes.	6.07	0.90	Excellent
...guarantees the timely and effective completion of duties.	6.09	0.88	Excellent
...ensures that activities are accomplished successfully and efficiently.	6.07	0.91	Excellent
Weighted Mean	6.04		
SD	0.92		
Verbal Interpretation			Great Extent

Table 9 displays the level of Supervision Styles of the School Heads. Also demonstrates the statements, mean, standard deviation and remarks.

The School Head guarantees the timely and effective completion of duties. The mean (M = 6.09) suggests a high level of Supervision Styles of the School Heads in terms of Directive and supported with standard deviation (SD = 0.88). Likewise, hold teachers responsible for fulfilling duties and producing outcomes and ensures that activities are accomplished successfully and efficiently. While the mean is slightly lower (M = 5.99), with standard deviation (SD = 0.95, 0.91), it still designates the School Head gives the teachers precise instructions, direction, and feedback with the main objective of making sure that tasks are finished successfully and efficiently and give clear instructions on what must be done, how to do it, and when.

The level of Supervision Styles of the School Heads in terms of Directive reached a weighted mean score of 6.04 and a standard deviation of 0.92 and was verbally interpreted as great extent among the respondents.

In summary, such qualities are crucial because, as outlined by Saleem, A. et.al., (2020) school head provides instructors instructions so they can do their duties well. This idea that directed leaders provide clear instructions to their followers on what to accomplish.

The School Head allows teachers to identify their own needs, come up with solutions for them, consider the effects of their decisions, and create their own professional development plans. The mean (M = 6.03) suggests a high level of Supervision Styles of the School Heads in terms of non-directive and supported with standard deviation (SD = 0.88). Similarly, gives teachers the freedom to decide for themselves, take responsibility for their job, and hone their problem-solving abilities. While the mean is slightly lower (M = 5.95), with standard deviation (SD = 0.91, 0.90), it still specifies the School Head help formulate a response or course of action and employ techniques similar to those of an instructional coach—listening, elaborating, motivating, and reflecting—to assist a teacher in considering a specific problem or answer.

The table 10 shows the level of School Heads’ Supervision Styles in terms of Non-Directive Supervision

TABLE 10. Level of School Heads’ Supervision Styles in terms of Non-Directive Supervision

My School Head...	Mean	SD	Remarks
...help formulate a response or course of action	5.95	0.91	Excellent
...develop inquiry to look at a question or problem as one way to support a teacher.	5.97	0.94	Excellent
...assist with data collection or analysis.	5.97	0.90	Excellent
...employ techniques similar to those of an instructional coach—listening, elaborating, motivating, and reflecting—to assist a teacher in considering a specific problem or answer.	5.95	0.90	Excellent
...encourage teachers who are self-authoring learners by giving them the chance to study and work through difficult problems with others.	5.97	0.92	Excellent
...allows teachers to identify their own needs, come up with solutions for them, consider the effects of their decisions, and create their own professional development plans.	6.03	0.88	Excellent
...gives teachers the freedom to decide for themselves, take responsibility for their job, and hone their problem-solving abilities.	6.01	0.83	Excellent
Weighted Mean	5.98		
SD	0.90		
Verbal Interpretation	Great Extent		

The level of Supervision Styles of the School Heads in terms of Non-Directive accomplished a weighted mean score of 5.98 and a standard deviation of 0.90 and was verbally interpreted as great extent among the respondents.

In summary, these findings are supported by the literature from Miler, L. S. (2023) a key component of school development is the encouragement of teachers to view themselves as agents of their own practice and in control of the course of their own learning through non-directive feedback. Additionally, according to Ntege et.al., (2023) group conversation and planning that were evaluated and shown that group planning had a favorable and noteworthy impact on teachers in structural efficacy.

The table 11 shows the level of School Heads’ Supervision Styles in terms of Clinical Supervision

TABLE 11. Level of School Heads’ Supervision Styles in terms of Clinical Supervision

My School Head...	Mean	SD	Remarks
...focused procedure that consists of the lengthy classroom observation, the pre-observation conference, and the post-observation conference	6.00	0.86	Excellent
...give teachers unbiased criticism, address instructional issues, assist them in honing their craft, and assess their effectiveness.	6.01	0.96	Excellent
...perform rigorous procedure that involves discussing lesson planning with the teacher, watching the lesson, evaluating the observational data, and providing the teacher with comments on the observation in order to enhance instruction.	6.04	0.86	Excellent
...enhances the growth of teachers and enables them to enhance their methods in order to make them more effective.	6.07	0.89	Excellent
...establishes precise aims and objectives for the process of supervision.	6.07	0.90	Excellent
...meets frequently to talk about issues, difficulties, and progress with the teachers that require supervision.	6.06	0.92	Excellent
...evaluates the teacher’s clinical performance and offers helpful criticism.	6.07	0.89	Excellent
<b>Weighted Mean</b>	<b>6.05</b>		
<b>SD</b>	<b>0.90</b>		
<b>Verbal Interpretation</b>	<b>Great Extent</b>		

The School Head enhances the growth of teachers and enables them to enhance their methods in order to make them more effective, establishes precise aims and objectives for the process of supervision and evaluates the teacher’s clinical performance and offers helpful criticism. The mean (M = 6.07) suggests a high level of Supervision Styles of the School Heads in terms of Clinical and supported with standard deviation (SD = 0.89, 0.90). Correspondingly, meets frequently to talk about issues, difficulties, and progress with the teachers that require supervision. While the mean is slightly lower (M = 6.00), with standard deviation (SD = 0.86), it still directs the School Head focused procedure that consists of the lengthy classroom observation, the pre-observation conference, and the post-observation conference.

The level of Supervision Styles of the School Heads in terms of Clinical conquered a weighted mean score of 6.05 and a standard deviation of 0.90 and was verbally interpreted as great extent among the respondents.

In summary, research supports with the literature of Zepeda (2017) that clinical supervision is a focused effort on helping teachers to reflect on their practices, discover and learn more about what they do and why, and develop professionally. It describes the notion of clinical supervision as directed mainly toward the professional development of teachers, and they identify four primary goals of clinical supervision: (1) to provide objective feedback for teachers, (2) to solve instructional problems, (3) to help teachers develop teaching skills, and (4) to evaluate teachers' performance.

The table 12 shows the level of School Heads' Supervision Styles in terms of Developmental Supervision

TABLE 12. Level of School Heads' Supervision Styles in terms of Developmental

My School Head...	Mean	SD	Remarks
...promotes a supportive environment for critique" and not only analyses but also enhance the talents and motivation of their subordinates, a process that necessitates specialized knowledge, interpersonal skills, and technical skills.	6.07	0.85	Excellent
...capable of demonstrating competence, knowledge, and professionalism to their teachers.	6.04	0.91	Excellent
...has the capacity to assess the conceptual level of a teacher or a group of teachers and then use a supervisory method appropriate for that level.	6.03	0.90	Excellent
...focuses on teacher development models and developmental theories, explaining the role of supervision through these perspectives.	5.95	0.92	Excellent
...influences over teachers and can be highly directive and dominating.	5.94	1.07	Excellent
...assist teachers in recognizing and dealing with their reactions to the emotional intensity of their work with students.	6.04	0.86	Excellent
...creates new abilities and information to enhance practice.	6.05	0.93	Excellent
<b>Weighted Mean</b>	<b>6.02</b>		
<b>SD</b>	<b>0.92</b>		
<b>Verbal Interpretation</b>	<b>Great Extent</b>		

The School Head promotes a supportive environment for critique" and not only analyses but also enhance the talents and motivation of their subordinates, a process that necessitates specialized knowledge, interpersonal skills, and technical skills. The mean (M = 6.07) suggests a high level of Supervision Styles of the School Heads in terms of Developmental and supported with standard deviation (SD = 0.85). As well, creates new abilities and information to enhance practice. While the mean is slightly lower (M = 5.94), with standard deviation (SD = 1.07), it still indicates the School Head influences over teachers and can be highly directive and dominating.

The level of Supervision Styles of the School Heads in terms of Developmental got a weighted mean score of 6.02 and a standard deviation of 0.92 and was verbally interpreted as great extent among the respondents.

In summary, the findings are supported by the study of Alshehri A. (2019) in which the school head and teacher collaborate to improve instructors' performance in the classroom. In this strategy, the supervisor should decide to

use the most appropriate supervisory strategy based on the teachers' cognitive development level.

The School Head adjust, adapt, and distinguish their comments to encourage continuing learning and performance improvement. The mean (M = 6.04) suggests a high level of Supervision Styles of the School Heads in terms of Differentiated and supported with standard deviation (SD = 0.88). Additionally, provides teachers with meaningful feedback based on their specific requirements and level of experience. While the mean is slightly lower (M = 5.94), with standard deviation (SD = 0.96, 0.94), it still specifies the School Head helps teachers become self-directed and take full responsibility for their decisions and provides assistance in meeting individual teacher learning and development requirements, including support and challenges.

The table 13 shows the level of School Heads' Supervision Styles in terms of Differentiated Supervision

TABLE 13. Level of School Heads' Supervision Styles in terms of Differentiated Supervision

My School Head...	Mean	SD	Remarks
...provides teachers with meaningful feedback based on their specific requirements and level of experience.	6.02	0.84	Excellent
...recognizes that teachers differ substantially in their readiness levels, skill sets, and confidence, resulting in significant diversity in teacher effectiveness.	5.98	0.91	Excellent
...helps teachers become self-directed and take full responsibility for their decisions.	5.94	0.96	Excellent
...provides assistance in meeting individual teacher learning and development requirements, including support and challenges.	5.94	0.94	Excellent
...considers the "fit" between the persons' developmental capacity and the expectations offered to them.	6.01	1.00	Excellent
...adjust, adapt, and distinguish their comments to encourage continuing learning and performance improvement.	6.04	0.88	Excellent
...correctly assess teachers' conceptual developmental levels while simultaneously implementing appropriate measures to meet unique teacher needs.	6.01	0.89	Excellent
<b>Weighted Mean</b>	<b>5.99</b>		
<b>SD</b>	<b>0.92</b>		
<b>Verbal Interpretation</b>	<b>Great Extent</b>		

The level of Supervision Styles of the School Heads in terms of Differentiated managed a weighted mean score of 5.99 and a standard deviation of 0.92 and was verbally interpreted as great extent among the respondents.

In summary, literature indicates that leaders should intentionally adjust, adapt, and differentiate their feedback to support ongoing learning and improved performance. Effective principals not only correctly assess the conceptual developmental level of teachers but also implement appropriate strategies to meet specific teachers' needs. DiPaola, M.F. et.al., (2018).

The table 14 shows the level of School Heads' Supervision Styles in terms of Traditional Supervision

The School Head is seen as an expert, and the teachers are expected to follow their advice. The mean (M = 6.01) suggests a high level of Supervision Styles of the School Heads in

terms of Traditional and supported with standard deviation (SD = 0.98). Additionally, assesses the teacher's performance and offers feedback and ensures that the teachers adhere to the policies, procedures, and standards. While the mean is slightly lower (M = 5.83), with standard deviation (SD = 1.10), it still specifies the School Head allows teachers to become overly reliant on the principal for direction and decision-making.

TABLE 14. Level of School Heads' Supervision Styles in terms of Traditional Supervision

My School Head...	Mean	SD	Remarks
...has minimal autonomy and decision-making authority.	5.87	1.03	Excellent
...allows teachers to become overly reliant on the principal for direction and decision-making	5.83	1.10	Excellent
...directive attitude limit the teachers' creativity and innovation.	5.85	1.16	Excellent
...frequently use for regular activities that require little originality or innovation.	5.91	1.09	Excellent
...assesses the teacher's performance and offers feedback.	5.97	1.01	Excellent
...is seen as an expert, and the teachers are expected to follow their advice.	6.01	0.98	Excellent
...ensures that the teachers adhere to the policies, procedures, and standards.	5.97	0.89	Excellent
<b>Weighted Mean</b>	<b>5.92</b>		
<b>SD</b>	<b>1.04</b>		
<b>Verbal Interpretation</b>	<b>Great Extent</b>		

The level of Supervision Styles of the School Heads in terms of Traditional managed a weighted mean score of 5.92 and a standard deviation of 1.04 and was verbally interpreted as great extent among the respondents.

In summary, the results emphasis that school heads and teachers have a common concept of effective teaching. Supervisors spend a significant amount of time in classrooms and observe daily instruction. School heads are competent and keen observers. Teachers receive frequent recognition and coaching. Marshall, K. (2024).

The table 15 shows the composite level of School Heads' Supervision Styles.

TABLE 15. Composite of School Heads' Supervision Styles

Indicators	Weighted Mean	SD	Verbal Interpretation
Collaborative Supervision	5.98	0.92	Great Extent
Directive Supervision	6.04	0.92	Great Extent
Non-directive Supervision	5.98	0.90	Great Extent
Clinical Supervision	6.05	0.90	Great Extent
Developmental Supervision	6.02	0.92	Great Extent
Differentiated Supervision	5.99	0.92	Great Extent
Traditional Supervision	5.92	1.04	Great Extent
<b>Grand Mean</b>	<b>6.00</b>		
<b>SD</b>	<b>0.93</b>		
<b>Verbal Interpretation</b>	<b>Great Extent</b>		

The level of Supervision Styles of the School Heads in terms of Collaborative Supervision, Directive Supervision, Non-directive Supervision, Clinical Supervision, Developmental Supervision, Differentiated Supervision, and Traditional Supervision arrived at a grand mean score of 6.00

and a standard deviation of 0.93 and was verbally interpreted as great extent among the respondents. This means that the Supervision Styles of the School Heads are all significantly performed by school heads in which the practice of analyzing, assessing, and assisting teachers in improving their daily duty are observed. School heads, are usually in charge of overseeing teachers' performance wherein the ultimate objective is enhancing student outcomes and raising the degree of teaching effectiveness.

*Level of Teaching Effectiveness*

In this study, the level of Teaching Effectiveness refers to Content, knowledge and pedagogy, Learning Environment, Diversity of Learners, Curriculum and Planning, Assessment and Reporting, and Community Linkages and Professional Engagement.

The following tables show the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

The table 16 shows the level of Teaching Effectiveness in terms of Content, Knowledge, and Pedagogy.

TABLE 16. Level of Teaching Effectiveness in terms of Content, Knowledge, Pedagogy

Being a teacher, I...	Mean	SD	Remarks
...apply the content knowledge and its application within and across curriculum areas	6.04	0.83	Excellent
...use a research-based knowledge and principles of teaching and learning	6.07	0.89	Excellent
...ensure the positive use of ICT to facilitate the teaching and learning process	6.14	0.84	Excellent
...use range of teaching strategies that enhance learner achievement in literacy and numeracy	6.10	0.80	Excellent
...apply a range of teaching strategies to develop a critical and creative thinking, as well as other higher – order thinking skills.	6.12	0.81	Excellent
...display proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning	6.14	0.78	Excellent
...use effective verbal and non-verbal classroom communication strategies to participation, engagement and achievement	6.11	0.80	Excellent
<b>Weighted Mean</b>	<b>6.10</b>		
<b>SD</b>	<b>0.82</b>		
<b>Verbal Interpretation</b>	<b>Great Extent</b>		

The teacher ensures the positive use of ICT to facilitate the teaching and learning process and display proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning. The mean (M = 6.14) suggests a high level of Teachers' Effectiveness in terms of Content, Knowledge, Pedagogy and supported with standard deviation (SD = 0.84, 0.78). Also, apply a range of teaching strategies to develop a critical and creative thinking, as well as other higher – order thinking skills. While the mean is slightly lower (M = 6.04), with standard deviation (SD = 0.83), it still indicates the teacher apply the content knowledge and its application within and across curriculum areas.

The level of Teachers' Effectiveness in terms of Pedagogy attained a weighted mean score of 6.10 and a standard deviation of 0.82 and was verbally interpreted as great extent among the respondents.

In summary, the curriculum's content is knowing what they must teach, teachers also need to know how to apply this knowledge. Curriculum is more than just content. It also involves applying knowledge to address issues that pupils face. Guerriero S. (2017). Such comprehensive observation is essential for developing adaptable teaching skills among teachers. Teachers who consistently work to improve their teaching abilities are likely to have a positive result on students' learning outcomes and have a deeper understanding of how to relate material to students' needs.

The table 17 shows the level of Teaching Effectiveness in terms of Learning Environment.

TABLE 17. Level of Teaching Effectiveness in terms of Learning Environment

Being a teacher, I....	Mean	SD	Remarks
...establish safe and ensure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures.	6.21	0.77	Exceptional
...maintain learning environments that promote fairness, respect and care to encourage learning.	6.21	0.76	Exceptional
...manage classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hand-on activities within a range of physical learning environments.	6.20	0.76	Exceptional
...maintain supportive learning environments that nurture and inspire learners to participate, cooperate in continued learning.	6.19	0.77	Exceptional
...apply a range of successful strategies that maintain learning environments that motivates to work productively by assuming responsibility for their own learning.	6.18	0.79	Exceptional
...manage learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments.	6.19	0.77	Exceptional
Weighted Mean	6.20		
SD	0.77		
Verbal Interpretation			Great Extent

The teacher establishes safe and ensure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures and maintain learning environments that promote fairness, respect and care to encourage learning. The mean (M = 6.21) suggests a high level of Teachers' Effectiveness in terms of Learning Environment and supported with standard deviation (SD = 0.77, 0.76). Likewise, manage classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hand-on activities within a range of physical learning environments. While the mean is slightly lower (M = 6.18), with standard deviation (SD = 0.79), it still designates the teacher apply a range of successful strategies that maintain learning environments that motivates to work productively by assuming responsibility for their own learning.

The level of Teaching Effectiveness in terms of Learning Environment reached a weighted mean score of 6.20 and a standard deviation of 0.77 and was verbally interpreted as great extent among the respondents.

In summary, literature emphasizes the significance of learning environment that encourages every student to

participate fully in the classroom. To effectively address each student's learning needs, a classroom setting where: The teacher is sensitive to the social, cognitive, and affective needs of the students; Pupils experience emotional and physical safety. Tomlinson C. A. et.al., (2023).

The table 18 shows the level of Teaching Effectiveness in terms of Diversity of Learners.

TABLE 18. Level of Teaching Effectiveness in terms of Diversity of Learners

Being a teacher, I....	Mean	SD	Remarks
...use differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests, and experiences.	6.01	0.77	Excellent
...establish a learner-centered culture by using teaching strategies that respond to their linguistic, cultural, socio-economic and religious backgrounds.	6.08	0.75	Excellent
...design, adapt and implement teaching strategies that are responsive to learners with disabilities, giftedness and talents.	6.03	0.77	Excellent
...plan and deliver teaching strategies that are responsive to the special educational needs to learners in difficult circumstances.	5.97	0.93	Excellent
...adapt and use culturally appropriate teaching strategies to address the needs of learners from indigenous groups.	5.99	1.07	Excellent
Weighted Mean	6.02		
SD	0.86		
Verbal Interpretation			Great Extent

The teacher establishes a learner-centered culture by using teaching strategies that respond to their linguistic, cultural, socio-economic and religious backgrounds. The mean (M = 6.08) suggests a high level of Teachers' Effectiveness in terms of Diversity of Learners and supported with standard deviation (SD = 0.75). Similarly, design, adapt and implement teaching strategies that are responsive to learners with disabilities, giftedness and talents. While the mean is slightly lower (M = 5.97), with standard deviation (SD = 0.93), it still specifies the teacher plan and deliver teaching strategies that are responsive to the special educational needs to learners in difficult circumstances.

The level of Teaching Effectiveness in terms of Diversity of Learners accomplished a weighted mean score of 6.02 and a standard deviation of 0.86 and was verbally interpreted as great extent among the respondents.

In summary, the results are supported by literature of Mangal et.al., (2019). Diverse learners are those who possess certain traits, characteristics, abilities, or capacities that set them apart from other typical or average learners to the point where they need to be taught using a variety of different teaching methods in order to receive the proper education and develop.

The table 19 shows the level of Teachers' Effectiveness in terms of Curriculum and Planning

The teacher selects, develop, organize and use appropriate teaching and learning resources, including ICT, to address learning goals. The mean (M = 6.16) suggests a high level of Teachers' Effectiveness in terms of Curriculum and planning and supported with standard deviation (SD = 0.78). Correspondingly, participate in collegial discussions that use

teacher and learner feedback to enrich teaching practice. While the mean is slightly lower ( $M = 6.08$ ), with standard deviation ( $SD = 0.80$ ), it still directs the teacher plan, manage and implement developmentally sequences teaching and learning process to meet curriculum requirements and varied teaching contexts.

TABLE 19. Level of Teachers' Effectiveness in terms of Curriculum and planning

Being a teacher, I....	Mean	SD	Remarks
...plan, manage and implement developmentally sequences teaching and learning process to meet curriculum requirements and varied teaching contexts.	6.08	0.80	Excellent
...set achievable and appropriate learning outcomes that are aligned with learning competencies.	6.12	0.81	Excellent
...adapt and implement learning programs that ensure relevance and responsiveness to the needs of all learners.	6.10	0.80	Excellent
...participate in collegial discussions that use teacher and learner feedback to enrich teaching practice.	6.14	0.78	Excellent
...select, develop, organize and use appropriate teaching and learning resources, including ICT, to address learning goals.	6.16	0.78	Excellent
Weighted Mean	6.12		
SD	0.79		
Verbal Interpretation			Great Extent

The level of Teachers' Effectiveness in terms of Curriculum and planning conquered a weighted mean score of 6.12 and a standard deviation of 0.79 and was verbally interpreted as great extent among the respondents.

In summary, the findings of the study are associated with the literature of (Boyles N. et.al,2017), areas of curriculum implementation that teachers should concentrate on: proactive planning and preparation; rigorous, purposeful, measurable objectives; sequential skill development; supporting, challenging, enriching, and accelerating content; scaffolding content supports for students; knowledge demonstrations; applications of understandings and learning; and protocols for sharing skills. The foundation of both teaching and learning is the curriculum.

The table 20 shows the level of Teachers' Effectiveness in terms of Assessment and Reporting.

The teacher communicates promptly and clearly the learners' need, progress and achievement to key stakeholders, including parents/guardians. The mean ( $M = 6.13$ ) suggests a high level of Teachers' Effectiveness in terms of Assessment and Reporting and supported with standard deviation ( $SD = 0.84$ ). As well, design, select, organize and use diagnostic, formative and summative assessment strategies consistent with curriculum requirements. While the mean is slightly lower ( $M = 6.10$ ), with standard deviation ( $SD = 0.78$ ), it still indicates the teacher utilize assessment data to inform the modification of teaching and learning practice and programs.

The level of Teachers' Effectiveness in terms of Assessment and Planning got a weighted mean score of 6.12 and a standard deviation of 0.81 and was verbally interpreted as great extent among the respondents.

TABLE 20. Level of Teachers' Effectiveness in terms of Assessment and Reporting

Being a teacher, I....	Mean	SD	Remarks
...design, select, organize and use diagnostic, formative and summative assessment strategies consistent with curriculum requirements	6.12	0.80	Excellent
...monitor and evaluate learner progress and achievement using learner attainment	6.11	0.79	Excellent
...use strategies for providing timely, accurate and constructive feedback to improve learner performance.	6.11	0.86	Excellent
...communicate promptly and clearly the learners' need, progress and achievement to key stakeholders, including parents/guardians.	6.13	0.84	Excellent
...utilize assessment data to inform the modification of teaching and learning practice and programs.	6.10	0.78	Excellent
Weighted Mean	6.12		
SD	0.81		
Verbal Interpretation			Great Extent

In summary, these results imply the significance assessment for learning which is to collect data on students' learning so that the teacher can determine a class focus, or what to teach next. The teacher looks for patterns in the students' work, determines what they can and cannot do, and uses this information to design instruction. Brownlie F. et.al., (2016).

Table 21 confirms the level of Teachers' Effectiveness. Also shows the statements, mean, standard deviation and remarks.

The teacher complies with and implement school policies and procedures consistently to foster harmonious relationships with learners, parents and other stakeholders. The mean ( $M = 6.16$ ) suggests a high level of Teachers' Effectiveness in terms of Community Linkages and Professional Engagement and supported with standard deviation ( $SD = 0.82$ ). Additionally, build relationships with parents/guardians and the wider school community to facilitate involvement in the educative process and review regularly personal teaching practice using existing laws and regulations that apply to the teaching profession and the responsibilities specified in the Code of Ethics for Professional teachers. While the mean is slightly lower ( $M = 6.14$ ), with standard deviation ( $SD = 0.82$ ), it still specifies the teacher maintain learning environments that are responsive to community contexts.

The table 21 shows the level of Teachers' Effectiveness in terms of Community Linkages and Professional Engagement.

The level of Teachers' Effectiveness in terms of Community Linkages and Professional Engagement managed a weighted mean score of 6.15 and a standard deviation of 0.82 and was verbally interpreted as great extent among the respondents.

In summary, the results of the study are supported by the literature that Professional teachers should be adept at building relationships and networking both inside and outside of the classroom. Networks facilitate the exchange of thoughts, viewpoints, and experiences and play a significant role in the development and uptake of innovations in education. Important in-school networks include principal and grade-level teams, as well as networks with health care professionals. Weinberger Y. et.al., (2018).

TABLE 21. Level of Teachers' Effectiveness in terms of Community Linkages and Professional Engagement

Being a teacher, I....	Mean	SD	Remarks
...maintain learning environments that are responsive to community contexts	6.14	0.82	Excellent
...build relationships with parents/guardians and the wider school community to facilitate involvement in the educative process.	6.15	0.80	Excellent
...review regularly personal teaching practice using existing laws and regulations that apply to the teaching profession and the responsibilities specified in the Code of Ethics for Professional teachers	6.15	0.82	Excellent
...comply with and implement school policies and procedures consistently to foster harmonious relationships with learners, parents and other stakeholders.	6.16	0.82	Exceptional
<b>Weighted Mean</b>	<b>6.15</b>		
<b>SD</b>	<b>0.82</b>		
<b>Verbal Interpretation</b>	<b>Great Extent</b>		

The table 22 shows the composite level of Teachers' Effectiveness.

TABLE 22. Composite of Teachers' Effectiveness

Indicators	Weighted Mean	SD	Verbal Interpretation
Content, knowledge and pedagogy	6.10	0.82	Great Extent
Learning Environment	6.20	0.77	Great Extent
Diversity of Learners	6.02	0.86	Great Extent
Curriculum and Planning	6.12	0.79	Great Extent
Assessment and Reporting	6.12	0.81	Great Extent
Community Linkages and Professional Engagement	6.15	0.82	
Grand Mean	6.12		
SD	0.81		
Verbal Interpretation	Great Extent		

The level of Teachers' Effectiveness in terms of Content, knowledge and pedagogy, Learning Environment, Diversity of Learners, Curriculum and Planning, Assessment and Reporting and Community Linkages and Professional Engagement arrived at a grand mean score of 6.12 and a standard deviation of 0.81 and was verbally interpreted as great extent among the respondents. This means that the Teachers' Effectiveness is highly evident among the teachers. The respondents have a dedication to improving their teaching abilities. The findings show a proactive commitment to professional development, a supportive learning environment, a high degree of trust in their teaching skills, and recognize of the various needs of learners. A strong foundation in instructional abilities creates improvement in teaching proficiency, which eventually improves student learning outcomes and creates a more conducive learning environment.

*Test of Relationship between the Leadership Styles of the School Heads and Teachers' Effectiveness*

To test the significant relationship between the Leadership Styles of the School Heads and Teachers' Effectiveness in terms of Content, knowledge and pedagogy, Learning Environment, Diversity of Learners, Curriculum and Planning, Assessment and Reporting and Community Linkages and

TABLE 23. Significant Relationship between the Leadership Styles of the School Heads and Teachers' Effectiveness

Professional Engagement, they were treated statistically using Real Statistics Data Analysis Tools using the Pearson product moment correlation coefficient.

The correlation coefficients measure the strength and direction of the relationship between the Leadership Styles of the School Heads and Teachers' Effectiveness. A positive correlation indicates that as Leadership Styles of the School Heads increase, Teachers' Effectiveness also tends to increase.

Correlations were computed among six Teachers' Effectiveness on data for 632 respondents. A Pearson correlation coefficient of +1 indicates a perfect positive correlation, while a coefficient of -1 indicates a perfect negative correlation.

The correlation coefficients range from 0.0005 to 0.1055, indicating a very weakly positive relationship between the Leadership Styles of the School Heads and Teachers' Effectiveness. This suggests that the Transformational Leadership, Instructional Leadership, Autocratic Leadership, and Democratic Leadership of Supervision Styles of the School Heads were concern to the Content, knowledge and pedagogy, Learning Environment, Diversity of Learners, Curriculum and Planning, Assessment and Reporting and Community Linkages and Professional Engagement of Teachers' Effectiveness of the respondents.

While the Servant Leadership and Collaborative Leadership of the School Heads were not concern to the Content, knowledge and pedagogy, Learning Environment, and Community Linkages and Professional Engagement of Teachers' Effectiveness of the respondents.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis "There is no significant relationship between the Leadership Styles of the School Heads and Teachers' Effectiveness" is rejected, which incites that there is a significant relationship between them. These demonstrate the intricate connection between the teaching effectiveness and the leadership styles of school heads. There is an evident that servant leadership and collaborative leadership is not concerned with teaching effectiveness, even though there is a noticeable influence in areas related to content, knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, and community linkages and teachers' professional engagement. This raises the possibility that future studies will examine improved leadership development initiatives that give school heads the resources they need to support teachers' teaching effectiveness.

*Test of Relationship between the Supervision Styles of the School Heads and Teachers' Effectiveness*

To test the significant relationship between the Supervision Styles of the School Heads and Teachers' Effectiveness in terms of Content, knowledge and pedagogy, Learning Environment, Diversity of Learners, Curriculum and Planning, and Assessment and Reporting, they were treated statistically using Real Statistics Data Analysis Tools using the Pearson product moment correlation coefficient.

Leadership Styles of the School Heads		Teachers' Effectiveness					
		C.k&p	LE	DoL	C&P	Assessment and Reporting	Community Linkages and Professional Engagement
Transformational Leadership	Pearson Correlation	0.0776	0.0784	0.0708	0.0670	0.0654	0.0351
	Significance (2-Tailed)	0.0139	0.0000	0.3129	0.0064	0.0059	0.0011
	N	632	632	632	632	632	632
	Analysis	Sig	Sig	Not Sig	Sig	Sig	Sig
Instructional Leadership	Pearson Correlation	0.0918	0.1055	0.0980	0.1052	0.0920	0.0552
	Significance (2-Tailed)	0.0421	0.0000	0.4902	0.0206	0.0196	0.0050
	N	632	632	632	632	632	632
	Analysis	Sig	Sig	Not Sig	Sig	Sig	Sig
Servant Leadership	Pearson Correlation	0.0618	0.0657	0.0569	0.0593	0.0530	0.0333
	Significance (2-Tailed)	0.5795	0.0074	0.4002	0.4021	0.3745	0.464
	N	632	632	632	632	632	632
	Analysis	Not Sig	Sig	Not Sig	Not Sig	Not Sig	Sig
Autocratic Leadership	Pearson Correlation	0.0324	0.0167	0.0459	0.0378	0.0194	0.0005
	Significance (2-Tailed)	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
	N	632	632	632	632	632	632
	Analysis	Sig	Sig	Sig	Sig	Sig	Sig
Democratic Leadership	Pearson Correlation	0.0901	0.0868	0.0843	0.0820	0.0728	0.0458
	Significance (2-Tailed)	0.1779	0.0004	0.9266	0.434	0.0461	0.0285
	N	632	632	632	632	632	632
	Analysis	Not Sig	Sig	Not Sig	Sig	Sig	Sig
Collaborative Leadership	Pearson Correlation	0.0707	0.0799	0.0671	0.0655	0.0526	0.0326
	Significance (2-Tailed)	0.2762	0.0014	0.7751	0.1731	0.1618	0.0459
	N	632	632	632	632	632	632
	Analysis	Not Sig	Sig	Not Sig	Not Sig	Not Sig	Sig

TABLE 24. Significant Relationship between the Supervision Styles of the School Heads and Teachers' Effectiveness

Supervision Styles of the School Heads		Teachers' Effectiveness					
		Content, knowledge and pedagogy	Leaming Environment	Diversity of Learners	Curriculum and Planning	Assessment and Reporting	Community Linkages and Professional Engagement
Collaborative Supervision	Pearson Correlation	0.1171	0.1212	0.1222	0.1340	0.1202	0.1272
	Significance (2-Tailed)	0.0021	0.0000	0.1056	0.0007	0.0007	0.0000
	N	632	632	632	632	632	632
	Analysis	Sig	Sig	Not Sig	Sig	Sig	Sig
Directive Supervision	Pearson Correlation	0.0881	0.0785	0.1060	0.0936	0.0915	0.2036
	Significance (2-Tailed)	0.1291	0.0003	0.9061	0.0714	0.0654	0.0166
	N	632	632	632	632	632	632
	Analysis	Not Sig	Sig	Not Sig	Not Sig	Not Sig	Sig
Non-directive Supervision	Pearson Correlation	0.1004	0.0867	0.1142	0.1107	0.1055	0.1014
	Significance (2-Tailed)	0.0029	0.0000	0.1207	0.0010	0.0010	0.0001
	N	199	199	199	199	199	199
	Analysis	Sig	Sig	Not Sig	Sig	Sig	Sig
Clinical Supervision	Pearson Correlation	0.1223	0.1294	0.1458	0.1429	0.1331	0.1382
	Significance (2-Tailed)	0.1756	0.0003	0.9157	0.0956	0.0886	0.0224
	N	632	632	632	632	632	632
	Analysis	Not Sig	Sig	Not Sig	Not Sig	Not Sig	Sig
Developmental Supervision	Pearson Correlation	0.1014	0.1079	0.1128	0.1231	0.1028	0.1116
	Significance (2-Tailed)	0.0503	0.0005	0.6020	0.0233	0.0226	0.0043
	N	632	632	632	632	632	632
	Analysis	Not Sig	Sig	Not Sig	Sig	Sig	Sig
Differentiated Supervision	Pearson Correlation	0.1215	0.1268	0.1353	0.1444	0.1187	0.1323
	Significance (2-Tailed)	0.0113	0.0000	0.2734	0.0043	0.0045	0.0006
	N	632	632	632	632	632	632
	Analysis	Sig	Sig	Not Sig	Sig	Sig	Sig
Traditional Supervision	Pearson Correlation	0.1113	0.1160	0.1220	0.1210	0.1212	0.1158
	Significance (2-Tailed)	0.0000	0.0000	0.0040	0.0000	0.0000	0.0000
	N	632	632	632	632	632	632
	Analysis	Sig	Sig	Sig	Sig	Sig	Sig

Correlation Coefficient Value (r)	Direction and Strength of Correlation
0.00 to 0.19	Very Weakly Positive
0.20 to 0.39	Weakly Positive
0.40 to 0.59	Moderately Positive

0.60 to 0.79	Strongly Positive
.80 to 1.00	Perfectly Positive

The correlation coefficients measure the strength and direction of the relationship between the Supervision Styles of the School Heads and Teachers' Effectiveness. A positive correlation indicates that as Supervision Styles of the School Heads increase, Teachers' Effectiveness also tends to increase.

Correlations were computed among six Teachers' Effectiveness on data for 632 respondents. A Pearson correlation coefficient of +1 indicates a perfect positive correlation, while a coefficient of -1 indicates a perfect negative correlation.

The correlation coefficients range from 0.0785 to 0.2036, indicating a very weakly positive to weakly positive relationship between the Supervision Styles of the School Heads and Teachers' Effectiveness. This suggests that the Collaborative Supervision, Directive Supervision, Non-directive Supervision, Clinical Supervision, Developmental Supervision, Differentiated Supervision, and Traditional Supervision of Supervision Styles of the School Heads were concern to the Content, knowledge and pedagogy, Learning Environment, Diversity of Learners, Curriculum and Planning, Assessment and Reporting and Community Linkages and Professional Engagement of Teachers' Effectiveness of the respondents.

While the Directive Supervision, and Clinical Supervision of Supervision Styles of the School Heads were not concern to the Content, knowledge and pedagogy, Diversity of Learners, Curriculum and Planning, Assessment and Reporting of Teachers' Effectiveness of the respondents.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis "There is no significant relationship between the Supervision Styles of the School Heads and Teachers' Effectiveness" is rejected, which incites that there is a significant relationship between them. According to the findings, improving supervision styles in a focused and organized way may improve teaching effectiveness and guarantee better learning outcomes for students by strengthening the positive relationship between teachers and school heads. Future studies could investigate these connections in more detail and look at how particular supervision techniques might be improved to have the greatest possible influence on the caliber of education.

#### IV. CONCLUSION AND RECOMMENDATIONS

Based on the findings gathered in the study, the following conclusions regarding the null hypotheses are as follows:

There is an equal degree of significant correlation existed in the respondents' perception towards different school heads' leadership styles namely; transformational leadership, instructional leadership, servant leadership, autocratic leadership, democratic leadership, and collaborative leadership has significant effect on the teaching effectiveness of teachers leading to the direct ion of the null hypothesis. Interviews with teachers found that when teachers witness the school head's support for their tasks and functions, their dedication further strengthen. The researcher concluded that school heads'

leadership styles had a substantial contribution with teachers' effectiveness, emphasizing the necessity of motivating and encouraging teachers to collaborate toward a common goal.

Similarly, there is an equal degree of significant effect existed in the respondents' perception towards different school heads' supervision styles namely; collaborative supervision, directive supervision, non-directive supervision, clinical supervision, developmental supervision, differentiated supervision, and traditional supervision has significant effect on the teaching effectiveness of teachers leading to the rejection of null hypothesis. Interviews with teachers suggested that positive outcomes are achieved when school heads give teachers with more detailed guidance and help. The researcher concluded that school heads' supervisory styles have a considerable influence on teachers' effectiveness. School heads' practices of aiding teachers in their everyday activities contribute to their instructional task, particularly the application of content knowledge within and beyond curriculum areas, maintain learning environments that foster fairness, respect, and concern in order to facilitate learning, develop a learner-centered culture, organize, supervise, and implement the developmentally sequenced teaching and learning process, provide appropriate assessment and communicate with partners.

Since the study reveals that both of school heads' leadership styles and supervision styles has significant effect on the teaching effectiveness of teachers as to content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages, and professional development, these led to the rejection of the null hypotheses. The researcher concluded that several topics contribute to the impact of tasks and roles, as well as support, on teaching effectiveness therefore school heads' leadership and supervision styles may not always be focused on a single style of leadership and supervision practice or strategy. It may be determined by the situation's requirements, challenges, and issues. Understanding the strength, qualities, and the possible disadvantages of various leadership styles and supervision styles empower a leader to change their approach and maximize their impact on their teachers and organizations.

Based on the findings, the following suggestions are proposed to improve the leadership and supervision practices of school heads in light of the findings. In addition to directing future research efforts in this field, these recommendations seek to improve school heads' leadership and supervision strategies and approaches for enhancing teaching effectiveness of teachers.

For Teacher. In order to further develop their competencies, teachers should use reflective teaching practices, participate in professional engagement, and apply the feedback they receive from their school heads in instructional planning and teaching-related skills. They should also actively seek guidance from school heads in areas such as curriculum and planning, assessment and reporting, diversity

of learners, learning environment, curriculum and pedagogy, and professional development.

For School Heads and Head Teachers. To improve teachers' efficacy as educators, school heads and head teachers should put in place regulations that support organized teaching-related programs. The impact of leadership and supervision to teaching effectiveness can be increased by offering professional development opportunities that emphasize teaching competences, instructional planning, and community linkages. To improve these and meet educational objectives, supervision and observation results should also be regularly monitored and assessed.

For Education Supervisors. The goal of education supervisors should be to create and implement structured supervision frameworks that prioritize focused and evidence-based methods of teachers' development. Incorporating best practices from educational leadership, they should promote the use of supervision and leadership styles that have been shown to improve teaching and instructional effectiveness. Additionally, they ought to lead training sessions and workshops for school heads focus on that enhance their capacity for supervision and leadership, while for the teachers should be concentrated on developing their teaching-related skills.

For Future Researchers. Alternative supervisory and leadership styles that might have a greater influence on teaching efficacy as teachers should be investigated in future research. The contextual elements that affect teaching effectiveness, such as pedagogy and content knowledge, the learning environment, the diversity of learners, curriculum and planning, assessment and reporting, community and professional engagement, can also be examined in more detail. Longitudinal research may also shed further light on the ways in which supervision and leadership styles support teachers' effectiveness as educators.

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