



# EFFECTS OF SUPERVISORY PRACTICES OF SCHOOL PRINCIPALS TO WORK PERFORMANCE OF TEACHERS

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## ABSTRACT

This study examined the effects of supervisory practices of school principals on the work performance of teachers. A survey was conducted with a sample of 80 teachers from secondary schools in the District of New Bataan. The results showed were all evaluated high with descriptive equivalent of often manifested. Further, the result of the level of work performance of teachers as measured by teachers competencies in term of mastery/knowledge of the subject matter, management of learning, guidance skills, utilization of teaching materials and assessment practices. The result also revealed that there was no significant relationship between the supervisory practices of school principal and work performance of teachers. From the results of study, it was recommended that the, school principal must take time to orient teachers on the aspects of leadership, as well as the importance of holding seminars on how to maintain very high level of harmony and professionalism, school principals and teachers should always strive to improve educationally or upgrade to keep abreast of new trends of leadership, establish open lines of communication between school principals and teachers and further research is encouraged to examine closely the relationship between teacher and school principals in terms of work performance.

**KEYWORDS:** school principal supervisory practices, work performance of teachers, mastery/knowledge of the subject matter, management of learning, guidance skills, utilization of teaching materials and assessment practices.

## Chapter I INTRODUCTION

### The Problem and Its Background

The goal of education is to effectively teach students the essential skills and knowledge they need to have a productive, positive, self-sufficient life where they can be active members of their communities. According to Osakwe (2010) principal's offers guidance to teachers through their supervision and thus objectives are achieved through effective teaching and efficient learning. Principals with better supervision take feedback and then further guide and more teachers towards desire work and objectives. Thus the importance of supervisory techniques may help in achieving teacher's better performance and this can be accelerated through supervision practices.

Globally, Jesfaw (2014) has conducted a research on the relationship between transformational leadership and job satisfaction of secondary school teacher. The finding of the study in general suggested that the relationship between each component of the transformational leadership and teacher's job satisfaction was found moderate, and had a positive significance.

In a recent survey in Nasipit, Agusan del Norte, Philippines, it was found out that the supervisory practices of the principals as perceived by the teachers along observation reports was rated as "often", which implies that the practices in terms of what are contained in the observation reports are significantly affecting teachers performance. Teachers feel inspired and motivated to work and accomplish the goal in order to justify the supervisor's esteem and confidence in them (Lopez, 2016).

In New Bataan district, the researcher observed that there are instances that some of the teachers are not doing well in different competitions because of the principal's lack of support to the teachers. Some principals have no time



in supervising their teachers which is the result of too many documents to attend to specifically on the records of the students. They are very busy attending meetings, conferences and seminars and other representations to the division even to the national level. Some of them are not firm in their decision making, though they have the authority but their actions are easily affected by their teachers who are strong and assertive.

As a teacher, the researcher believes that a good principal is he who could respond effectively and efficiently to the needs of the teachers as well as their students. They are considered successful leaders when the teachers they are trying to influence demonstrate the desired behaviour of which they are expected to mobilize their teachers with the goal of achieving the vision and mission of their own schools, which ultimately leads to improved performance inside the classroom. The primary goal of this study is to determine whether the supervisory practices of school principals have something to do with the work performance of teachers or not. This problem is particularly relevant in the context of schools, where effective leadership is essential for creating a positive and productive learning environment. This is the very reason why the researcher is inspired to embark on this endeavour.

### Statement of the Problem

This study attempted to determine the effect of supervisory practices of school principals or work performance of teachers. Specifically, it sought to provide answer to the following questions:

1. What is the level of supervisory practices of school principals in terms of :
  - 1.1 Collaboration;
  - 1.2 Accountability;
  - 1.3 Professional Development; and
  - 1.4 Trust?
2. What is the level of work performance of teachers in terms of:
  - 2.1 mastery/knowledge of the subject matter,
  - 2.2 management of learning,
  - 2.3 guidance skills,
  - 2.4 utilization of teaching materials, and
  - 2.5 assessment practices?
3. Is a significant relationship between the supervisory practices of school principals and the work performance of the teachers?

## Chapter II METHODS

This chapter discusses the research design, the locale of the study, the respondents of the study, research instrument, validation of the instrument, research procedure and the statistical tools used in the study.

### Research Design

The study employed the quantitative descriptive-correlational research design. Quantitative approach is used since this research defined the research questions based on the trends in the field of research site (Creswell, 2012). The quantitative approach is used if the researcher would like to explain why something occurs. Creswell further says that describing a trend means that the research problem can be answered best by a study in which the researcher seeks to establish the overall tendency of responses from individuals and to note how this tendency varies among people. From the elaboration above, it is obvious that the quantitative approach is best employed in this study. The correlation method was also used in this study since it was intended to investigate the correlation between the supervisory practices of the school principals and the work performance of the teachers. The degree of correlation between two variables was classified in the form of correlation coefficient. This is also supported by Creswell (2012), that in correlational research design, investigators use the correlation statistical test to describe and measure the degree of association (or relationship) between two or more variables or sets of scores.

### Research Respondents

The subjects of the study were the four public secondary school principals and 80 teachers of the schools in the District of New Bataan Division of Davao de Oro for school year 2022-2023.



**Table 1**  
**Respondents of the study**

Name of School	Total No. Of Teachers	Total No. Of Students
Camalangan National High School	32	20
Bantacan National High School	20	20
Major Angle V. Fajardo National High School	8	20
Tandawan Integrated School	20	20
<b>Total</b>	<b>80</b>	<b>80</b>

**Research Instruments**

The study made use of the self-made questionnaire checklist as the main data gathering instrument. The questionnaire checklist consisted of two main parts: the first part was the information about the profile of the school principal such as age, gender, civil status, highest educational qualification. In addition, the second part was the assessment of the principals’ supervisory practices like collaboration, accountability, professional Development and trust. The other section of this part was a questionnaire for the teachers’ classroom instruction and coaching.

validation and this was facilitated by three experts. This was done to check whether the items in the questionnaire were suited to be asked to the respondents. After the validation of this questionnaire again the researcher tested its reliability and validity by pilot testing. The selected teachers were asked to answer the items under the supervisory practices while the other questionnaire was administered to the students to assess the level of mastery/knowledge of the subject matter, management of learning, guidance skills, utilization of teaching materials and assessment practices.

**Research Procedures**

The researcher followed the proper protocol of the study before the collection of data started.

**Permission to Conduct the Study.** An endorsement letter from the Dean of the Graduate School together with the letter of intent to conduct the study was prepared and submitted to the Schools Division Superintendent (SDS) for acknowledgment and approval. Upon the issuance of the permission from the SDS, the researcher presented this letter to the four school principals of the participating schools to give the researcher the go signal to conduct the study. The nature of the study was explained to the respondents more specifically the school principals since they were the subject of the study.

**Administration and Retrieval of Questionnaire.** The teachers assessed the supervisory practices of the school principals. It was explained to them the goal of the study and the confidentiality of their responses was taken into consideration. In order to ensure that the respondents would become more responsible in answering each item, the researcher solely administered, retrieved and encoded all their responses in her personal computer.

**Analysis and Interpretation.** The researcher applied the most appropriate statistical tools to aid her in the interpretations and analysis of the data. To have a systematic presentation of the data, the researcher followed the statement of the problem. Different tables were presented together with the analyses and interpretations.

**Statistical Tool**

The responses to the items were analyzed and interpreted using the appropriate statistical tools as follows:

1. To determine the profile of the respondents in terms of age, sex, civil status, highest educational attainment and years’ experience, frequency, percentage and rank with cross tabulation was used.
2. To identify the significant difference between the assessment of the principal and teacher respondents on the level of supervisory skills in terms of the different aspects, t-test was used.
4. To identify the significant difference on the level of supervisory skills of the principals in terms of their profile, one-way ANOVA was used.

Chapter III  
**RESULTS**

Included in this chapter are the presentation, analysis and interpretation of the results. The topics are discussed in sequence based on the presentation of the problems.

**Level of Supervisory Practices of School Principals**

Included in supervisory practices of the principals are collaboration, accountability, professional development and trust.

**Collaboration.** Table 2 shows the level of collaboration skills of the school principals.



**Table 2**  
**Collaboration Skills**

The school principal...	Mean	Descriptive Equivalent
1. Ensures that teachers grow in their jobs by learning new skills and developing themselves.	3.7	High
2. Gives the teachers a great deal of freedom and choice in deciding how to do their work.	4.0	High
3. Supports the decision that teachers make.	3.8	High
4. Develops cooperative relationship among the teachers whom he/she works.	3.7	High
5. Appeals to others to share exciting dreams of a future.	3.7	High
6. Makes effective and timely decisions even when data are limited or solutions produce unpleasant consequences.	4.1	High
7. Is prepared to support others who are acting consistently with core values.	4.0	High
8. Do best to ensure open access information about him/her.	3.8	High
9. Discusses with teachers tricky implementation of issues/problems to come up with creative job-redesigns (like measuring outputs not hours worked).	3.7	High
<b>Weighted Mean</b>	<b>3.8</b>	<b>High</b>

The mean scores given by the teachers to respective heads were as follow no. 1 to 9 received mean rating of 3.7, 4.0, 3.8, 3.7, 3.7, 4.1, 4.0, 3.8 and 3.7 respectively. This implies that the school principals exhibited high levels of qualities connected to the development of teachers, freedom, collaboration, and support, as well as visionary leadership, sound decision-making, support for core values, open access to information, innovation, and problem-solving. The overall mean is 3.8. All of these mean scores are described as high.

**Accountability.** Table 3 shows the level of accountability of the school principals.



**Table 3**  
**Accountability**

The school principal...	Mean	Descriptive Equivalent
1. Exercise good judgment.	3.8	High
2. Accept responsibility for wrong decisions.	4.0	High
3. Makes the best decisions with whatever decision his/her have on hand.	4.2	High
4. Determines his/her own feelings for any event addressed to him/her.	3.8	High
5. Uses good judgment and think through the consequence of his/her actions.	3.9	High
6. Let go of blame and anger toward work peers who show limitations in their knowledge, background and awareness.	4.0	High
7. Accountable for his/her actions.	3.9	High
8. Prefers to work on a problem rather than leave the outcome to change in the workplace.	3.9	High
9. Takes moderate degree of risk parallel to his/her efforts and abilities to influence the outcome in his/her job.	4.1	High
10. Does what needs to be done.	3.8	High
<b>Weighted Mean</b>	<b>3.9</b>	<b>High</b>

Table 3 shows that all of the indicators obtained weighted average of 3.9 which is described as high, indicators are manifested. School principals have high accountability skills. These qualities enable them to efficiently carry out their responsibilities and meet their commitments in their role as school leaders. Since they manifested high level of accountability, teachers are also motivated to perform their duties and responsibilities. They feel secure and contented since their school leaders are responsible. In other words the school principals aware of their duties that they have to protect all under their care.

**Professional Development.** Table 4 shows the level of the professional development of the school principals.

**Table 4**  
**Professional Development**

The school principal...	Mean	Descriptive Equivalent
1. Restructures his/her views to adapt to radically changing situational demands.	3.7	High
2. Can adapt effectively with different client personalities.	3.6	High
3. Is committed to his/her role as head of the school.	4.1	High
4. Maintains a change mind set for indigenous outlook of possibilities.	4.0	High
5. Is consistent with his/her values and beliefs.	3.7	High
<b>Weighted Mean</b>	<b>3.8</b>	<b>High</b>

It is presented in table 4 the level of competence of teachers in terms of the professional development. The mean scores given by the teachers to respective heads are as follows; 3.7 for restructures his/her views to adapt to radically changing situational demands, 3.6 for can adapt effectively with different client personalities, 4.1 for committed to his/her role as head of the school, 4.0 maintains a change mind set for indigenous outlook of possibilities and 3.7 for consistent with his/her values and beliefs. This implies that teachers' assessments show that their respective heads display a moderate to high degree of skill in restructuring perspectives, adjusting to changing situations, commitment to their role, keeping a change mentality, and consistency with values and beliefs



**Trust.** Presented in Table 5 is the level of trust of the school principals.

**Table 5**  
**Trust**

The school principal...	Mean	Descriptive Equivalent
1. Had trust the committed teachers in their classroom performance to make them more innovative.	3.9	High
2. Readily takes action to the needs of the situation that may affect the workplace.	3.7	High
3. Is empowered to make decisions to respond the needs of stakeholders instead of reacting with set policies.	3.9	High
4. Shows interest to any extension activities the school maybe tasked to spearhead.	4.0	High
5. Can successfully satisfy the request of clientele while talking into account the resources and needs of the school.	4.1	High
6. Accepts criticisms gratefully, being honestly glad for an opportunity to improve.	3.6	High
7. Accepts the responsibility for his/her actions without using any excuse.	3.4	Moderate
8. Can be patient at reasonable delays.	4.0	High
9. Can endure defeat and disappointments without whining or complaining.	4.0	High
10. Is open-minded to listen to the opinions of others.	3.5	High
<b>Weighted Mean</b>	<b>3.8</b>	<b>High</b>

It is shown in Table 5 that indicator no.5 has the highest rating mean of 4.1 which is described as high. While indicator no. 7 has a mean rating of 3.4, described as moderate which means that this is seldom manifested. Teachers are responsible of their action and they do not blame anyone if they commit mistakes or not able to do their job well. In other words the teachers not only responsible but they are mature in terms of accepting mistakes if ever there are. This is very much expected for professional teachers since we should be role models. Blaming others for one's mistakes is a sign of immaturity and irresponsibility.

**Summary table of level of supervisory practices of school principals.**

Table 6 shows the evaluation of teachers on the level of supervisory practices of school principal.

**Table 6**  
**Summary of the Level of Supervisory Practices of School Principals**

Indicators	Mean	Descriptive Equivalent
Collaboration	3.7	High
Accountability	3.6	High
Professional Development	4.1	High
Trust	4.0	High
<b>Weighted Mean</b>	<b>3.8</b>	<b>High</b>

Shown in Table 6 is the summary of the results of the evaluation of the teachers on the level of supervisory practices of school principal with the indicators: collaboration, accountability, professional Development and trust. The overall result that the weighted mean is 3.8 which describes as high, meaning the indicators are often manifested. In view of all that have been mentioned in the table, it simply shows that the school principals are performing at a high level in terms of these indicators.

**Mastery/Knowledge of the subject matter.** Table 7 shows the mastery of the subject matter of the teachers.





**Table 7**  
**Mastery/Knowledge of the Subject Matter**

The teacher...	Mean	Descriptive Equivalent
1 Explains the lessons with mastery and confidence.	3.7	High
2 Demonstrate expertise and updated knowledge of the subject.	4.1	High
3 Explains the importance of to present lessons.	3.7	High
4 Connects present lessons to the past lessons.	3.8	High
5 Explains the application of the lesson to daily life activities.	3.8	High
<b>Weighted Mean</b>	<b>3.8</b>	<b>High</b>

It is presented in Table 7 the level of mastery/knowledge of the subject matter of the teachers. It is revealed that indicator nos. one and three receive a mean rating of 3.7 which is described high, indicators no. two has a mean rating of 4.1, high while indicators nos. 4 and 5 received a mean rating of 3.8, high which is often manifested.

The overall competence in terms of mastery/knowledge of the subject matter of the teachers is rated 3.8 with descriptive equivalent of high. Teachers are well-versed in the topics they will discuss with students. Since all of the teachers have been teaching the subject for some time, it is projected that they are knowledgeable about the subject.

According to Karal (2003), teacher is someone who helps students learn. Teachers who do not have sufficient subject matter knowledge create a great obstacle to the success of students. A teacher with a lack of subject matter knowledge will not be able to help students learn the subjects adequately by giving evasive answers to the questions of the students by not dwelling on the subjects that he does not consider himself sufficient. Given the extent to which subject matter knowledge influenced the design of tasks and teachers' noticing of student thinking, increasing subject matter knowledge provides a powerful means for activating and increasing pedagogical knowledge. Teachers' understandings of content influenced the clarity of learning goals, expectations for student learning, opportunities to develop deeper conceptual understandings of content and noticing higher levels of student thinking. As no significant differences were observed between the Problem Solving scores of teachers in the two higher categories for the Design Task or the Noticing Task, increases in subject matter knowledge beyond a certain threshold might not be associated with higher levels of teacher effectiveness (Ball et al., 2005).

**Management of Learning.** Table 8 shows the management of learning of the teachers.

**Table 8**  
**Management of Learning**

The teacher	Mean	Descriptive Equivalent
1 Encourages pupils to contribute knowledge and experience towards a better understanding of the lesson.	3.6	High
2 Gives quizzes, examinations and assignments based on the lessons.	3.8	High
3 Checks and returns papers promptly.	4.0	High
4 Monitors the learning activities of pupils in the classroom by checking and collecting the exercises.	3.9	High
5 Initiates plans and conduct experiments and researches for the improvement of teaching-learning process.	3.7	High
<b>Weighted Mean</b>	<b>3.8</b>	<b>High</b>



It is shown in Table 7 that indicator no. 3 has a mean rating of 4.0 with a descriptive rating of high which has the highest rating while the rest of the indicators received almost the same mean rating which is also equivalent to high. The overall weighted average for management of learning has a mean rating of 3.8, high which suggest that all the variables are often manifested.

Sieberer-Nagler (2016) recommended that teachers vary their effective classroom managements, such as providing feedback, using praise, handling mistakes, answering questions, reducing anxiety, enhancing motivation, and structuring lessons. Moreover, Goss et al. (2017) suggested that teachers use various classroom managements to prevent behavioral deterioration, such as explicitly teaching CM rules and procedures, indicating high expectations for every student, maintaining warm teacher-student relationships, encouraging and praising students, and establishing clear consequences. According to Gasimova (2018), teachers should adopt classroom managements, including stating clear learning objectives, using equitable classroom behavior, and showing awareness of student needs.

Claxton (2008) suggested that teachers adopt deliberative methodologies that employ communication, discussion, debate, simulation, role-play, and individual or group presentations to maximize student involvement in the learning process. Furthermore, Claxton indicated certain crucial features of such methodologies that may help teachers manage their classrooms and maintain discipline.

**Guidance Skills.** Table 9 shows the guidance skills of the teachers.

**Table 9**  
**Guidance Skills**

The teacher...	Mean	Descriptive Equivalent
1 Gives assistance to pupils in many ways and in varying degrees depending upon the learning situations.	3.8	High
2 Provides consultation hours.	3.8	High
3 Stimulates effective pupil's interaction in and out of the classroom.	4.2	High
4 Helps students gain self-discipline in the learning process.	3.8	High
5 Keeps all pupils involved in learning activities.	3.9	High
<b>Weighted Mean</b>	<b>3.9</b>	<b>High</b>

It is presented in Table 9 is the level guidance skills of teachers. It is indicated in the table that that indicator no. 3 has the highest mean rating of 4.2, high and all other four variables also received mean ratings of 3.8 and 3.9, described as high. Generally, the weighted mean is 3.9, high. Teachers' counselling skills are crucial as they could promote students' success in both education and life. Teachers' advice could help students cope with concerns and issues during their educational processes. It should also be noted that teachers' behaviors influence the pupils as they are expected to be role models who lead by giving a good example. According to Mitchell, et al. (2016), during their adolescent years, apart from their parents, students place the most trust in their teachers. Therefore, the processes of teacher counselling play an important role in teacher education and become one of the most important skills for the teacher profession (Lai Yeung, 2014).

Therefore, it is not easy for teachers to be good counselors for their students as they have to express care and concern for their troubled students. Mushaandja et al. (2013) claimed that one of the greatest challenges in counseling includes failing to gain students' trust, lack of space and time to develop teacher counseling skills, lack of power to protect their students, cultural issues, and legal issues. These challenges are greater for student teachers who lack experience in dealing with real-world problems found in schools. Therefore, during the education year in the program, students need to keep in mind that good teaching also involves providing students with understanding assistance to help them overcome the difficulties in life and education (Kochar, 2009).

**Utilization of Teaching Materials.** Shown in Table 10 is the utilization of teaching materials of the teachers.





**Table 10**  
**Utilization of Teaching Materials**

The teacher...	Mean	Descriptive Equivalent
1 Uses audio visual aids and graphs while teaching the lesson.	3.6	High
2 Provides exercises or drills to encourage class participation.	3.8	High
3 Reinforces learning by using sound systems such as cassette, recorder, tapes and other multi-media.	4.0	High
4 Makes use of one another form of lesson presentation by using computer or audio video presentation.	3.9	High
5 Uses real objects to improve students' learning.	3.7	High
<b>Weighted Mean</b>	<b>3.8</b>	<b>High</b>

It is indicated in the table that indicator no. 3 has the highest mean rating of 4.0, high. All the other four indicators received mean rating ranging from 3.6 to 3.9 which are described as high. The overall weighted mean is 3.8, high. Teachers are prepared in terms of the use of teaching material like visual materials to deepen the understanding of the lesson. Students could not conceptualize what has been discussed if they could not see something. Seeing is important for the students to conceptualize the lessons. Without these teaching materials, students could hardly comprehend especially those who are slow learners. Rosenshine (2012) reported that teachers use instruction to help students efficiently acquire, rehearse, and connect background knowledge. In such instructions, teachers provide support by modelling, guiding student practice, helping students to overcome their errors, providing scaffolds for difficult tasks, and providing enough practice and review. According to Bakar (2017), teachers use technology in the form of a management system to reduce their workload and to support monitoring and tracking the progress of students. The students become more active in lessons where teaching and learning resources are provided for students' interactions (Bukoye, 2019).

**Assessment Practices.** Presented in Table 11 is the level of the assessment practices of the teachers.

**Table 11**  
**Assessment Practices**

The teacher...	Mean	Descriptive Equivalent
1 Follows up the progress of the students regularly.	3.7	High
2 Makes use of different types of assessments as seen in the test paper.	3.7	High
3 Checks the paper of the students and utilizes the results in improving classroom instructions.	4.1	High
4 Select and utilizes varied assessment tools and techniques appropriate for understanding the pupils growth and development.	3.9	High
5 Writes some remarkable remarks on the results of tests, quizzes and drills/exercises.	3.8	High
<b>Weighted Mean</b>	<b>3.8</b>	<b>High</b>

Shown in Table 11 is the level of assessment of teachers wherein indicator no. 3 has the highest mean rating of 4.1, high and the rest of the indicators receive mean rating ranging from 3.7 to 3.9, high. Further, the five indicators have descriptive rating of high, indicators are often manifested. The weighted mean is 3.8 which is describe as high.

**Summary table of level of work performance of teachers.** Table 12 shows the evaluation of the students on the on the level of work performance of teachers.



**Table 12**  
**Summary Table of the Level of Work Performance of Teachers**

Indicators	Mean	Descriptive Equivalent
Mastery/knowledge of the subject matter	3.8	High
Management of learning	3.8	High
Guidance Skills	3.9	High
Utilization of learning materials	3.8	High
Assessment practices	3.8	High
<b>Weighted Mean</b>	<b>3.8</b>	<b>High</b>

Shown in Table 12 is the summary of the result of the evaluation of the students on the level of work performance of teachers with the indicators: mastery/knowledge of the subject matter, management of learning, guidance skills, utilization of teaching Materials and Assessment Practices. The overall weighted mean is 3.8, described as high which means that the indicators are often manifested. In view of all the results in the table, it simply shows that the teachers are effectively meeting the expectations and requirements of their roles, and their efforts contribute to a positive learning environment for the students. According to Özdemir (2014), teacher performance is the behavior that teachers exhibit by integrating their knowledge, skills, and motivation to achieve organizational goals. Performance is an organizational behavior influenced by various factors that can be individual (e.g., experience, knowledge, skill, age, etc.) or environmental (e.g., administrative approach, organizational climate, colleagues, characteristics of job, etc.).

Furthermore, Dilbaz-Sayın and Arslan (2018) noted that professional development, organization of the learning environment, interaction in the classroom, contribution to the development of students, interaction with the environment and being a role model are the factors to be observed in evaluating teacher performance. When the factors affecting performance are considered holistically, it is safe to say that performance is affected by personal and environmental factors, whether in schools or different sectors. The approach of self-efficacy and teacher leadership in the present study can also be considered in the context of both individual and environmental factors.

#### Chapter IV

### DISCUSSIONS AND CONCLUSION

This chapter presents the discussions of the results and the conclusion of the study.

#### Discussions

**Level of Supervisory Practices of School Principals.** Based on the evaluation by the teachers, the level of supervisory practices of school principals was generally high, with the indicators of collaboration, accountability, professional development, and trust often being manifested. The school principals manifested their accountability to their constituents more specifically the teachers. This is one of positive characteristics of a school principal that he/she is responsible for all people under his/her care. Noticeably, they showed concern to all teachers, students, parents and other stakeholders who played very important role in the development of the school. At the same time they also collaborate with people in the community as well as to other stakeholders. According to Syahrudin, (2012) accountability is the ability to give an answer to a higher authority for the actions of a person or group to the wider community within an organization. Relating to accountability is one way to evaluate (Bateman and Snell, 2009) argues that accountability is "Accountability means that the subordinate's manager has the right to expect the subordinate perform the job, and the right to take corrective action if the subordinate fails to do so. The subordinate must report upward on the status and quality of his or her performance of the task In the development discourse of accountability leads to attempts excavation scheme that relies on the internal organizational aspects of professionalism on the other hand leads to social and political responsibility Part of the logic for these developments in accountability is linked to exposing education to the market. In a market people need, it is argued, evidence on which to make their choices. The logic of this argument depends of course, on the quality of the evidence, which, as we have seen above, may not always be particularly good.

In terms of the professional development, according to İlğan (2013) Teachers need the support of school administrators to try out the new generation of teaching styles they have learned and to perform various activities with the students. The opinions of school administrators about professional development, the belief in it and the value they attach to professional development may play a role in shaping teachers' attitudes. As expressed by Korkmaz, 2015; Gürbüz, Erdem and Yıldırım (2013) that school principals have leadership characteristics. They can help teachers develop themselves in the professional field if they understand their strengths and weaknesses by following their needs, abilities and tendencies. For example, if a teacher's social relations with students are not sufficient, the



assignment of that teacher in social and cultural activities in the school may strengthen the teacher and his / her relations in this regard. However, it is also important to be able to help an experienced teacher to provide guidance to that teacher. Thus, the interaction between teachers is increased and new experiences can be shared at the same time.

It was also revealed that the school principals possess a high level of trust among their constituents. Whitmore (2007) conceptualized “trust as an attitude wherein perception and belief built by the trustor (teacher) toward the trustee (principal) are based on the perceived actions, behaviors, thoughts, and values through interpersonal interactions. Leader characteristics thought to influence trust include managerial trustworthy behavior, leader consistency, honesty, integrity, competence, ability, communication, demonstration of concern, benevolence, professional credentials, as well as transactional and transformational leadership styles”.

Furthermore, Integrity was perceived by teachers as the strongest predictor of building trust. Integrity is believed to be a trust building catalyst and a reliability behavior by followers. A morally consistent, credible, and trustworthy leader can foster the feeling of trust. Leader integrity has a significantly positive influence on the trust in the leader (Engelbrecht et al., 2017)

This was also reiterated by Ismail and Daud (2014) that people orientation was the second strongest predictor of developing trust in leaders. Human-centered leaders make people feel good about themselves and the work they do. They put a lot of effort into creating professional bonds that influence workers to work for a common goal with the organization. It makes decision-making smooth and meaningful whereby the leader and followers already have a mutual understanding and cooperativeness in the team.

As Moran and Garies (2004) stated that a decisive factor to have a good school is to have experienced principals. They shoulder the burden of managing educational centres and are considered as coordinators to select, equip and manage human resources all of whom should be experienced enough and have special abilities to teach and leave them with. As Gurr et al. (2005) said: most of principals' personality characteristics enhance the students' efficiency. Personality is among important factors that influences their performance and behavior. On the other hand, they play crucial roles in controlling schools and achieving their objectives.

In a related study, Martinez & Tadeu (2018) concluded that a principal's leadership affects how other management and teaching staff develop a professional identity. Principals therefore need to collaborate with teachers and encourage them to collaborate with other teachers to improve their professionalism and ultimately the school's overall performance.

**The Level of Work Performance of Teachers Based on the Mastery/Knowledge of the Subject Matter, Management of Learning, Guidance Skills, Utilization of Teaching Materials, and Assessment Practices.** The overall result of the level of work performance of the teachers was described as high, indicating that the indicators were often manifested. In view of all that have been mentioned in the table, it simply shows that the teachers are effectively meeting the expectations and requirements of their roles, and their efforts contribute to a positive learning environment for the students.

According to Özdemir (2014), teacher performance is the behavior that teachers exhibit by integrating their knowledge, skills, and motivation to achieve organizational goals. Performance is an organizational behavior influenced by various factors that can be individual (e.g., experience, knowledge, skill, age, etc.) or environmental (e.g., administrative approach, organizational climate, colleagues, characteristics of job, etc.).

Furthermore, Dilbaz-Sayin and Arslan (2018) noted that professional development, organization of the learning environment, interaction in the classroom, contribution to the development of students, interaction with the environment and being a role model are the factors to be observed in evaluating teacher performance. When the factors affecting performance are considered holistically, it is safe to say that performance is affected by personal and environmental factors, whether in schools or different sectors. The approach of self-efficacy and teacher leadership in the present study can also be considered in the context of both individual and environmental factors.

#### **Correlation between the level of supervisory practices of the school principals and the work performance of the teachers.**

Using Pearson correlation, it was revealed that there is no correlation established between the level of supervisory practices of school principal and the level of working performance of teachers. Based on the results the teachers are effective and efficient which means that they are performing their job effectively and efficiently. Whether the principals are doing better or not as leaders, the teachers are not affected. They are truly professionals, committed and dedicated to their work. Even if the school principals are not performing maybe the teachers would still do their job faithfully. However, there are also instances that exemplary principals also have exemplary teachers and/or school principals who are not performing better will also have teachers who are not committed. But in this result both the teachers and the principals are doing better but no significant relationship being established between the two.

#### **Conclusion**

Based on the findings, it was found out that the level of supervisory practices of the school principals and the level of working performance of the teachers are rated as high which means that all indicators are always manifested. Further, it was also revealed that there was no significant relationship between the level of supervisory practices of school principals and the level of working performance of teachers.



## Recommendations

Gleaned from the drawn conclusion, the researcher recommends:

1. The school principal must take time to orient teachers on the aspects of leadership, as well as the importance of holding seminars on how to maintain very high level of harmony and professionalism.
2. The school principals and teachers should always strive to improve educationally or upgrade to keep abreast of new trends of leadership.
3. Establish open lines of communication between school principals and teachers.
4. Further research is encouraged to examine closely the relationship between teacher and school principals in terms of work performance.

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