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# Leadership Style, Instructional Supervision Strategies, and Job Performance of College Instructors in the Local Colleges in Cavite

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**Abstract.** The condition of school and the role of leadership are widely listed as must mediation for adopting the advancement, modernization, changes, and innovations in capacity building and teaching and learning practices (Lunenburg & Ornstein, 2021). This study aimed to determine the department heads' leadership style and instructional supervision strategies as predictor of instructors' job performance in the local colleges in Cavite. Specifically, it probed the relationship between the leadership style and instructional supervision strategies of department heads; leadership style and instructors' level of job performance; and instructional supervision strategies and instructors' level of job performance. Likewise, it probed the predictive ability of department heads' leadership style and instructional supervision strategies, taken singly or in combination, of instructors' level of job performance in the local colleges in Cavite. The findings unveiled that leadership style did not significantly predict instructors' level of job performance. However, one of the sub-variables on instructional supervision which is non-directive significantly predicted the instructors' level of job performance. Hence, there was one model to present the causal relationship of instructors' job performance and instructional supervision strategies. It was concluded in the study that the department heads of local colleges used different styles of leadership. They used different instructional supervision strategies for the improvement of the instructors on their teaching. The more that the department heads use the appropriate leadership style, the more they know what instructional supervision strategies they will practice. The more that department heads use the best style of leadership, the higher the level of job performance of the instructors. The more that department heads use the proper instructional supervision strategies, the higher the performance of the instructors.

**Keywords.** Department heads, instructors, instructional supervision, job performance, leadership, strategies

## I. Introduction

Heads and teachers constitute the primary sources of effective leadership in educational institutions that lead to improved student academic achievement (Parveen et al., 2021) [1]. However, it is remarkably observed through prior studies that the heads' direct/indirect influence on student success is amid considerable controversy of positive and negative (Wu et

al., 2020) [2].

Because of its effects on employee performance, leadership style is a crucial factor in an organization's ability to thrive. Otilia (2020) [3] discovered that principals of schools not only served as instructional leaders but were also essential in establishing the organizational climate that encourages teachers and students to perform well. Thus, leadership styles have an impact on teachers' job satisfaction, which has an impact on student's performance. According to a study by Negiş (2020) [4], the leadership stance taken by head teachers affected student achievement, employee happiness, and school climate. He also discovered that strong leadership combined personal, conduct, interpersonal relationships, and reinforcement, which improved student performance. Cansoy (2019) [5] discovered that a supportive leadership style influenced student performance favorably and that leadership styles affected instructors' job satisfaction.

To increase the quality of education, principals must be able to direct, oversee, and manage learning activities that take place at the schools they oversee (Anggal et al., 2019) [6]. Similarly, teachers need a lot of direction, supervision, and examples from the supervisors in order for them to learn (Bangbang et al., 2021) [7]. Many new faculty members would likely benefit from directive informative monitoring, at least during their first couple of years at the school. The directive informational supervision strategy is used to help mentor new professors as they discover their areas of specialization in research and service and as they grow more comfortable and assured with their teaching methods (Northouse, 2018) [8].

The quality of education is influenced in part by the way teachers are prepared and managed because they are one of the main components of education delivery. This is so because those in charge of supervision actually care about the development of their charges. Several scholars contend that through enhancing teachers' professional development and job performance, monitoring can enhance classroom practices and promote student achievement (Kholid & Rohmatika, 2019) [9].

On a similar note, the study conducted by Baluyos, Rivera and Baluyos (2019) [10] stated that teacher's work performance is inversely affected by the school head's guidance. Chukwuemeka and Sarah (2021) [11] discovered that workplace environment impacts on teacher's job performance positively and negatively and if the environment is tense the teachers get demotivated and their performance also affected. Therefore, poorly designed work patterns, unsuitable authorities, lack of appreciation and lack of personal decision-making opportunity also impact on teacher job performance.

The motivation for and effectiveness at work are the two pillars on which the professionalism of teachers is based. Professional instructors have high levels of performance and motivation at work. Therefore, the improvement in the teachers' job motivation and performance can be used to gauge the success of supervisory objectives. Academic achievement among students is impacted by teacher work involvement, particularly for those who have strong self-efficacy (Wang, 2022) [12]. Teachers' motivation and performance are also impacted by the leadership behavior or styles of the principals (Parveen et al., 2022) [13]. Similar to this, how monitoring is carried out has an impact on teachers' performance and motivation (Schyns et al., 2018) [14].

Considering all these factors, the researcher took interest in this study to explore the department heads' leadership style and instructional supervision strategies and the job performance of instructors in the local colleges in Cavite. This study was conducted in three local colleges in Cavite namely: City College of Tagaytay, Trece Martires City College, and Kolehiyo ng Lungsod ng Dasmariñas where the respondents of the study had been selected. By

the end of this study, the researcher proposed various recommendations which could serve as a basis for the development of a program that would enhance or improve the department heads' leadership style and instructional supervision practices to ensure the college instructors' efficient and effective job performance.

### *1.1 Objective of the Study*

The overall objective of this study was to investigate the department heads' leadership style and instructional supervision strategies and the job performance of instructors in the local colleges in Cavite. Specifically, this study aimed to (1) determine the leadership styles of department heads as assessed by the college instructors in terms of directive style, supportive style, participative style, and achievement-oriented style, the instructional supervision strategies used by the department heads as evaluated by the respondents along directive, collaborative, and non-directive and the level of job performance of the instructors in the same locale, (2) establish the relationship between the department heads' leadership styles and instructional supervision strategies, the department heads' leadership style and the instructors' level of job performance, and the department heads' instructional supervision strategies and the instructors' level of job performance, and (3) ascertain how predictive leadership styles and instructional strategies of the job performance of instructors.

## **II. Methods**

The study used a quantitative approach and a descriptive correlational design to address its problems and accomplish its objectives.

Quantitative approach is a method of research that relies on measuring variables using a numerical system, analyzing these measurements using any of a variety of statistical models, and reporting relationships and associations among the studied variables (Vaidya, 2018) [15]. In relation, Siedlecki (2022) [16] explained that descriptive research involves collecting data in order to test hypotheses or answer questions concerning the current status of the subject of the study. This study was descriptive because it described the leadership style, instructional supervision strategies, and the teachers' job performance in local colleges in Cavite. It was also correlational, because the study intended to find the relationship between the independent and dependent variables. Through these methodologies, the researcher was able to find appropriate answers for the research problem.

In terms of the sampling technique, stratified random sampling was utilized by the researcher. According to Iliyasu and Etikan (2021) [17], stratified sampling involves dividing the target population into homogeneous and mutually exclusive subgroups.

There was a total population of 286 instructors coming from the selected local colleges in Cavite, namely, City College of Tagaytay (137), Trece Martires City College (99), and Kolehiyo ng Lungsod ng Dasmariñas (50). However, the researcher used the Raosoft calculator with 95% confidence interval and 5% margin of error which determined a sample size of 165 respondents. Thus, these 165 sample respondents were proportionately distributed as follows: City College of Tagaytay (79), Trece Martires City College (57), and Kolehiyo ng Lungsod ng Dasmariñas (29). Because they had sufficient knowledge of the research topic, the chosen respondents were considered as the best representations of the entire population. This justified their selection as respondents to the study.

The researcher utilized a modified questionnaire and standardized questionnaire in gathering the needed data for the study. The research questionnaire was used to determine the leadership style, instructional supervision strategies and job performance of the instructor in

local colleges in Cavite. Since the questionnaire for leadership and instructional supervision strategies was modified, it was subjected to face and content validity. It was shown to the dissertation adviser and other panel of experts in educational management, statistics, and research to evaluate the content and appropriateness of the items and ascertain that the indicators used in the research questionnaire were relevant to the study. The researcher-made questionnaire underwent Cronbach's Alpha reliability test for thorough validation of the formulated indicators. The results of reliability test using Cronbach Alpha test were: 0.723 for leadership style, 0.854 for instructional supervision strategies, and 0.829 for job performance.

The research questionnaires were disseminated through an online platform using Google forms and face-to-face following the required safety protocols. Thereafter, the data generated was transmitted to the statistician for statistical treatment and initial analysis.

Weighted Mean and ranking, Pearson product-moment correlation, and Stepwise Multiple Regression Analysis were utilized to interpret the collected and tabulated data from the respondents of the study.

### III. Results and Discussion

**Table 1**

*Leadership Style of Department Heads in the Local College in Cavite as Assessed by the College Instructors: Directive Style*

Indicators	Weighted Mean	Verbal Interpretation	Rank
The Deans / Department Heads ...			
1. let the subordinates know what is expected of them.	6.24	Most Frequently Used	2
2. inform subordinates about what needs to be done and how it needs to be done.	6.48	Most Frequently Used	1
3. do little things to make it pleasant to be a member of the group.	5.5	Frequently Used	4
4. explain the level of performance that is expected of subordinates.	6.17	Most Frequently Used	3
5. give vague explanations of what is expected of subordinates on the job.	3.92	Moderately Used	5
Average	6.11	Most Frequently Used	

Table 1 presents the leadership style of department heads in the local college in Cavite as assessed by the college instructors in terms of directive style. As seen in the table, indicator 2 "inform subordinates about what needs to be done and how it needs to be done" had obtained a weighted mean of 6.48, verbally interpreted as "most frequently used" and was ranked 1. Indicator 1, which states, "Let the subordinates know what is expected of them" got a weighted mean of 6.24, verbally interpreted as "most frequently used" was ranked 2 and the indicator 4 "explain the level of performance that is expected of subordinates" with an obtained weighted mean of 6.17, verbally interpreted as "most frequently used" and was ranked 3. On the other hand, indicator 5 "give vague explanations of what is expected of subordinates on the job"

obtained a weighted mean of 3.92, verbally interpreted as “moderately used” and was ranked 5. Indicator 3 which states “do little things to make it pleasant to be a member of the group”, obtained a weighted mean of 5.50, interpreted as “frequently used” and was ranked 4.

To sum up, an average weighted mean of 6.11 revealed that the local colleges instructors perceived that the directive style was the most frequently used leadership style of department heads. The result unveiled that at present, respondents perceived that the department heads inform the subordinates about what needs to be done and how it needs to be done. But need practice in giving vague explanations of what is expected of subordinates in their job.

**Table 2**

*Leadership Style of Department Heads in the Local College in Cavite as Assessed by the College Instructors: Supportive Style*

Indicators The Deans / Department Heads ...	Weighted Mean	Verbal Interpretation	Rank
1. maintain a friendly working relationship with subordinates.	6.58	Most Frequently Used	1
2. ask subordinates to follow standard rules and regulations	6.38	Most Frequently Used	2
3. say things that hurt subordinates' personal feelings.	5.10	Frequently Used	5
4. help subordinates overcome problems that stop them from carrying out their tasks.	6.14	Most Frequently Used	4
5. behave in a manner that is thoughtful of subordinates' personal needs.	6.20	Most Frequently Used	3
Average	6.08	Most Frequently Used	

Table 2 shows the leadership style of department heads in the local college in Cavite as assessed by the college instructors in terms of supportive style. Indicator 1 “maintain a friendly working relationship

with subordinates” had obtained a weighted mean of 6.58, verbally interpreted as “most frequently used” and was ranked 1. Indicators 2 “ask subordinates to follow standard rules and regulations” obtained a weighted mean of 6.38, verbally interpreted as “most frequently used” and was ranked 2. Indicator 5 “behave in a manner that is thoughtful of subordinates’ personal needs” obtained a weighted mean of 6.20, verbally interpreted as “most frequently used” and was ranked 3. On the other hand, indicator 3 “say things that hurt subordinates’ personal feelings” acquired a weighted mean of 5.10, verbally interpreted as “frequently used” and was ranked 5,

To sum up, an average weighted mean of 6.08 revealed that the local colleges instructors perceived that the supportive style was the most frequently used leadership style of department heads. The result revealed that at present, respondents perceived that the department heads maintain a friendly working relationship with subordinates. But saying things that hurt subordinates’ personal feelings needs practice.

**Table 3**  
*Leadership Style of Department Heads in the Local College in Cavite as Assessed by the College Instructors: Participative Style*

Indicators The Deans / Department Heads ...	Weighted Mean	Verbal Interpretation	Rank
1. consult with subordinates when facing a problem.	6.23	Most Frequently Used	2
2. listen receptively to subordinates' ideas and suggestions.	6.53	Most Frequently Used	1
3. act without consulting my subordinates.	4.02	Moderately Used	5
4. ask for suggestions from subordinates concerning how to carry out assignments.	6.01	Most Frequently Used	3
5. give vague explanations of what is expected of subordinates on the job.	5.98	Most Frequently Used	4
Average	5.76	Frequently Used	

Table 3 exhibits the leadership style of department heads in the local college in Cavite as assessed by the college instructors in terms of participative style. Indicator 2 "listen receptively to subordinates' ideas and suggestions" had obtained a weighted mean of 6.53, verbally interpreted as "most frequently used" and was ranked 1, indicator 1 "consult with subordinates when facing a problem" obtained a weighted mean of 6.23, verbally interpreted as "most frequently used" and was ranked 2 and indicator 4 that states, "ask for suggestions from subordinates concerning how to carry out assignments" got a weighted mean of 6.01, verbally interpreted as "most frequently used" and was ranked 3. On the other hand, indicator 3 "act without consulting my subordinates" had obtained a weighted mean of 4.02, verbally interpreted as "moderately used" and was ranked 5.

To sum up, an average weighted mean of 5.76 revealed that the local colleges instructors perceived that the participative style was frequently used by department heads. The result implied that at present, respondents perceived that the department heads listen receptively to subordinates' ideas and suggestions. But acting without consulting the subordinates was frequently practiced.

**Table 4**  
*Leadership Style of Department Heads in the Local College in Cavite as Assessed by the College Instructors: Achievement Oriented Style*

Indicators The Deans / Department Heads ...	Weighted Mean	Verbal Interpretation	Rank
1. let subordinates know that I expect them to perform at their highest level.	6.33	Most Frequently Used	2
2. set goals for subordinates' performance that are quite challenging.	5.98	Most Frequently Used	3

3. encourage continual improvement in subordinates' performance.	6.37	Most Frequently Used	1
4. show that I have doubts about subordinates' ability to meet most objectives.	4.39	Moderately Used	5
5. consistently set challenging goals for subordinates to attain.	5.95	Most Frequently Used	4
Average	5.80	Most Frequently Used	

Table 4 displays the leadership style of department heads in the local college in Cavite as assessed by the college instructors in terms of achievement-oriented style. Indicator 3 “encourage continual improvement in subordinates’ performance” had obtained a weighted mean of 6.37 verbally interpreted as “most frequently used” and ranked 1. Indicators 1 that states “let subordinates know that their expect them to perform at their highest level” obtained a weighted mean of 6.33, verbally interpreted as “most frequently used” and were ranked 2. indicator 2 “set goals for subordinates’ performance that are quite challenging” had obtained a weighted mean of 5.98 verbally interpreted as “most frequently used” and ranked 3. On the other hand, indicator 4 “show that I have doubts about subordinates’ ability to meet most objectives” obtained a weighted mean of 4.39, verbally interpreted as “moderately used” and was ranked 5.

To sum up, an average weighted mean of 5.80 revealed that the local colleges instructors perceived that achievement-oriented style was the most frequently used leadership style of department heads. The result suggested that at present, respondents perceived that the department heads encourage continual improvement in subordinates’ performance. But show that department head have doubts about subordinates’ ability to meet most objectives.

**Table 5**

*Composite Table of the Leadership Style used in Local Colleges in Cavite*

Indicators	Weighted Mean	Verbal Interpretation	Rank
Directive style	6.11	Most Frequently Used	1
Supportive style	6.08	Most Frequently Used	2
Participative style	5.76	Frequently Used	4
Achievement-oriented style	5.80	Most Frequently Used	3
Overall Weighted Mean	5.94	Most Frequently Used	
Overall Weighted Mean	5.94	Most Frequently Used	

Table 5 reflects the composite table of the leadership style used in local colleges in Cavite. It can be seen from the table that the directive style is the highest with the weighted mean value of 6.11, followed by supportive style with the weighted mean of 6.08. meanwhile

the achievement-oriented was ranked third, with a weighted mean of 5.80. finally, the weighted mean of participative style is the lowest at 5.77. The result showed that the respondent believe that directive leadership style is the most important, supportive style of leadership style is more important and achievement-oriented style are the second more important. The participative style of leadership will be least.

**Table 6**

*Instructional Supervision Strategies used by the Department Heads in the Local Colleges in Cavite as Evaluated by the Respondents: Directive*

Indicators	Weighted Mean	Verbal Interpretation	Rank
The Deans / Department Heads ...			
1. provide suggestions to improve teaching and ensure the teacher follow them.	4.52	Strongly Agree	1
2. during the discussion with the observed teacher, make the final decision on what needs to be improved.	4.37	Strongly Agree	5
3. find the solutions for the teacher to solve the problem.	4.39	Strongly Agree	4
4. tell the teacher what he or she has to do to improve their teaching.	4.38	Strongly Agree	2.5
5. apply this approach to supervise new teachers and those seek help for improvement.	4.38	Strongly Agree	2.5
Average	4.41	Strongly Agree	

Table 6 presents the instructional supervision strategies used by the department heads in the local colleges in Cavite as evaluated by the respondents in terms of directive, as seen in the table, indicator 1 “provide suggestions to improve teaching and ensure the teacher follow them” had obtained a weighted mean of 4.52, verbally interpreted as “strongly agree” and was ranked 1. Indicator 4 and 5, which states, “tell the teacher what he or she has to do to improve their teaching” and “apply this approach to supervise new teachers and those seek help for improvement” obtained a weighted mean of 4.38, verbally interpreted as “strongly agree” and were ranked 2.5 respectively.

To sum up, an average weighted mean of 4.41 revealed that the local college instructors ‘strongly agree’ that the instructional supervision strategy used by the department heads was ‘directive’. The result unveiled that at present, respondents perceived that the department heads provide suggestions to improve teaching and ensure the teacher follows them. They tell the teacher what they had to do to improve their teaching. They also do this approach to supervise new teachers and those who seek help for improvement.

**Table 7**

*Instructional Supervision Strategies used by the Department Heads in the Local Colleges in Cavite as Evaluated by the Respondents: Collaborative*

Indicators The Deans / Department Heads ...	Weighted Mean	Verbal Interpretation	Rank
1. listen and accept my teacher's suggestions for improvement.	4.45	Strongly Agree	3
2. accept disagreement from the teacher while discussing.	4.02	Agree	5
3. share decision making responsibility with the teacher to select best teaching practices.	4.42	Strongly Agree	4
4. work as a team with my teachers to overcome issues on classroom teaching.	4.56	Strongly Agree	2
5. use this approach to teachers who suggest solutions to improve their classroom teaching.	4.90	Strongly Agree	1
Average	4.47	Strongly Agree	

Table 7 shows the instructional supervision strategies used in local colleges in Cavite in terms of collaborative. Indicator 5 “use this approach to teachers who suggest solutions to improve their classroom teaching” yielded a weighted mean of 4.90, verbally interpreted as “Strongly Agree” and ranked 1. Indicator 4 “work as a team with my teachers to overcome issues on classroom teaching” yielded a weighted mean of 4.56, verbally interpreted of “Strongly Agree” and ranked 2. Indicators 1 “listen and accept my teacher’s suggestions for improvement”, yielded a weighted mean of 4.45, verbally interpreted as “Strongly Agree” and ranked 3. On the other hand, indicator 2 “accept disagreement from the teacher while discussing” yielded a weighted mean of 4.02 and have a verbally interpreted of “Agree” and ranked 5.

To sum up, an average weighted mean of 4.47 revealed that the local college instructors ‘strongly agree’ that the instructional supervision strategy used by the department heads was ‘collaborative’. The result revealed that at present, respondents perceived that the department heads use this approach to teachers who suggest solutions to improve their classroom teaching and work as a team with my teachers to overcome issues on classroom teaching. They tell the teacher what they had to do to improve their teaching. But accept disagreement from the teacher while discussing.

**Table 8**

*Instructional Supervision Strategies used by the Department Heads in the Local Colleges in Cavite as Evaluated by the Respondents: Non-directive*

Indicators The Deans / Department Heads ...	Weighted Mean	Verbal Interpretation	Rank
1. allow my teachers to find the best practice to solve the problem in their classroom teaching.	4.47	Strongly Agree	3.5

2. let my teachers explore and generate variety alternatives and choose the most appropriate plan for them.	4.47	Strongly Agree	3.5
3. encourage my teachers to be creative and innovative in their classroom teaching.	4.59	Strongly Agree	1
4. support my teacher's suggestions to improve classroom teaching.	4.52	Strongly Agree	2
5. use this approach to teachers who can solve problems independently.	4.45	Strongly Agree	5
Average	4.50	Strongly Agree	

Table 8 displays the instructional supervision strategies used in local colleges in Cavite in terms of non-directive. Indicator 3 “encourage my teachers to be creative and innovative in their classroom

teaching” yielded a weighted mean of 4.59, verbally interpreted as “Strongly Agree” and ranked 1. Indicator 4 “support my teacher’s suggestions to improve classroom teaching” yielded a weighted mean of 4.52, verbally interpreted of “Strongly Agree” and ranked 2. Indicators 1 and 2 “allow my teachers to find the best practice to solve the problem in their classroom teaching” and “let my teachers explore and generate variety alternatives and choose the most appropriate plan for them”, yielded a weighted mean of 4.47, verbally interpreted as “Strongly Agree” and ranked 3.5.

To sum up, an average weighted mean of 4.50 revealed that the local college instructors ‘strongly agree’ that the instructional supervision strategy used by the department heads was ‘non-directive’. The result showed that at present, respondents perceived that the department heads encourage the teachers to be creative and innovative in their classroom teaching. They support their suggestions to improve classroom teaching.

**Table 9**

*Composite Table of the Instructional Supervision Strategies used in Local Colleges in Cavite*

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Directive	4.41	Strongly Agree	2
2. Collaborative	4.39	Strongly Agree	3
3. Non-directive	4.50	Strongly Agree	1
Overall Weighted Mean	4.43	Strongly Agree	

Table 9 demonstrates the composite table of the Composite Table of the Instructional Supervision Strategies Used in Local Colleges in Cavite. It can be seen from the table that the non-directive is the highest with the weighted mean value of 4.50, followed by directive with the weighted mean of 4.41. Finally, the weighted mean of collaborative is the lowest at 4.39. The result implied that the respondent believe that non-directive is the most important, and the directive is second most important. The collaborative will be least.

**Table 10**  
*Level of Job Performance of the Faculty in Local Colleges in Cavite*

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. I improve my classroom instruction in order to deliver the lesson successfully.	4.72	Very High	1
2. My teaching becomes more creative and interesting with the guidance from my supervisor.	4.59	Very High	2
3. I have good classroom management after I have been supervised by the supervisor.	4.50	Very High	5.5
4. I do better in my teaching without receiving any guidance from my supervisor.	3.85	High	10
5. There is an improvement in my teaching after I have been supervised.	4.42	Very High	7
6. I improve my teaching practices as I often follow my supervisor's suggestions or feedback's.	4.53	Very High	4
7. Students enjoy my improved teaching style.	4.55	Very High	3
8. I have good classroom control after being supervised.	4.50	Very High	5.5
9. My students are more attentive in my class after I have been supervised.	4.39	Very High	8
10. My students perform well in exams as I change my teaching style after being supervised	4.33	Very High	9
11. I can't teach well if I am being supervised.	3.53	High	11
Average	4.36	Very High	

Table 10 shows the level of job performance of the faculty in local colleges in Cavite. Indicator 1 “I improve my classroom instruction in order to deliver the lesson successfully”, yielded a weighted mean of 4.72, verbally interpreted as “Very High” and was ranked 1. Indicator 2 “My teaching becomes more creative and interesting with the guidance from my supervisor” got a weighted mean of 4.59, verbally interpreted as “Very High” and was ranked 2. Indicator 7 “Students enjoy my improved teaching style” yielded a weighted mean of 4.55, verbally interpreted as “Very High” and was ranked 3. On the other hand, indicator 11 “I can’t teach well if I am being supervised” yielded a weighted mean of 3.53, verbally interpreted as “High” and ranked 11. Indicator 4 “I do better in my teaching without receiving

any guidance from my supervisor” yielded a weighted mean of 3.85, verbally interpreted as “High”, and ranked 10.

To sum up, an average weighted mean of 4.36 revealed that the level of job performance of faculty was very high. This meant that the faculty of local colleges were highly satisfied of their performance. They improve classroom instruction to deliver the lesson successfully and they become more creative and interesting with the guidance from their supervisor.

**Table 11**

*Relationship between Leadership Style and Instructional Supervision*

Leadership Style	Instructional Supervision Strategies used in Local Colleges in Cavite Strategies		
	Directive	Collaborative	Non-directive
Directive style	r=0.488** Moderate correlation p=0.000	r=0.521** Moderate correlation p=0.000	r=0.487** Moderate correlation p=0.000
Supportive style	r=0.526** Moderate correlation p=0.000	r=0.579** Moderate correlation p=0.000	r=0.555** Moderate correlation p=0.000
Participative style	r=0.426** Moderate correlation p=0.000	r=0.525** Moderate correlation p=0.000	r=0.495** Moderate correlation p=0.000
Achievement-oriented style	r=0.549** Moderate correlation p=0.000	r=0.606** Moderate correlation p=0.000	r=0.598** Moderate correlation p=0.000

*\*\*Significant @ 0.01*

As reflected in Table 11, the relationship of leadership style and instructional supervision strategies. The results revealed that the directive style of leadership had a moderate correlation in instructional supervision strategies in terms of directive, collaborative and non-directive with  $r = 0.488$ ,  $r = 0.521$  and  $r = 0.487$  respectively. The p-value of 0.000 which was lower than 0.01 significant level revealing that means the directive style of leadership had a significant relationship with the instructional supervision strategies in terms of directive, collaborative and non-directive. This result revealed that the more the department heads used the directive leadership style the more they used the directive, collaborative and non-directive in instructional supervision.

The supportive style of leadership had also a moderate correlation in instructional supervision strategies in terms of directive, collaborative and non-directive with the  $r = 0.526$ ,  $r = 0.579$ , and  $r = 0.555$  respectively. The probability value of 0.000 which was lower than 0.01 significant level revealing that means the supportive style of leadership had a significant relationship with instructional supervision strategies in terms of directive, collaborative and

non-directive. The result revealed that the more the supportive style of leadership used by department heads the more that they used the directive, collaborative and non-directive in instructional supervision.

In participative style of leadership, it also had a moderate correlation in instructional supervision strategies in terms of directive, collaborative and non-directive with  $r=0.426$ ,  $r=0.525$  and  $r=0.495$  respectively. The p-value of 0.000 which was lower than 0.01 significant level revealed that the participative style of leadership had a significant relationship with instructional supervision strategies in terms of directive, collaborative and non-directive. The result revealed that the more the department heads used the participative style of leadership the more directive, collaborative, and non-directive used in their instructional supervision.

Lastly, achievement-oriented style had a moderate correlation in instructional supervision strategies in terms of directive, collaborative and non-directive with  $r = 0.549$ ,  $r = 0.606$  and  $r = 0.598$  respectively. The probability value of 0.000 which was lower than 0.01 significant level revealed that the achievement-oriented style of leadership had a significant relationship with instructional supervision strategies in terms of directive, collaborative and non-directive. The result revealed that the more the department heads used the achievement-oriented style of leadership the more they used the directive, collaborative and non-directive in instructional supervision.

**Table 12**

*Relationship between Leadership Style and Level of Job Performance of the Faculty in Local Colleges in Cavite*

Leadership Style	Pearson r	p-value	Interpretation
Directive style	0.331** Low correlation	0.000	Significant
Supportive style	0.425** Moderate correlation	0.000	Significant
Participative style	0.428** Moderate correlation	0.000	Significant
Achievement-oriented style	0.482** Moderate correlation	0.000	Significant

**\*\*Significant @ 0.01**

As shown in Table 12, the relationship of leadership style and level of job performance of the faculty in local colleges in Cavite. The results revealed that the directive style of leadership had a low correlation in job performance of faculty with  $r = 0.331$  and p-value of 0.000 which was lower than 0.01 significant level revealing that means the directive style of leadership had a significant relationship with job performance of the faculty. The findings revealed that the more that the directive style of leadership used the higher the level of job performance of the faculty.

On the other hand, the supportive, participative, and achievement-oriented style of leadership had a moderate correlation on the level of job performance of the faculty with  $r = 0.425$ ,  $r = 0.428$ , and  $r = 0.482$  respectively. The probability value of 0.000 which was lower than 0.01 significant level revealing that means the supportive style, participative style and achievement-oriented style of leadership had a significant relationship with job performance of the faculty. The result unveiled that the more they used the supportive, participative, and achievement-oriented style of leadership the higher the level of job performance of the faculty.

**Table 13**

*Relationship between Instructional Supervision Strategies and Level of Job Performance of the Faculty in Local Colleges in Cavite*

Leadership Style	Pearson r	p-value	Interpretation
Directive style	0.331** Low correlation	0.000	Significant
Supportive style	0.425** Moderate correlation	0.000	Significant
Participative style	0.428** Moderate correlation	0.000	Significant
Achievement-oriented style	0.482** Moderate correlation	0.000	Significant

**\*\*Significant @ 0.01**

As presented in Table 13, the relationship of instructional supervision strategies and job performance of the faculty in local colleges in Cavite. The results revealed that the directive had a moderate correlation in job performance of faculty with  $r = 0.731$  and p-value of 0.000 which was lower than 0.01 significant level revealing that means the directive had a significant relationship with job performance of the faculty. The result shows that the more that the department heads used the directive in instructional supervision the higher the level of job performance of the faculty. The instructional supervision strategies in terms of collaborative also had a moderate correlation with the job performance of the faculty. It is shown in the Pearson r value of 0.689, and p-value of 0.000 which was lower than the 0.01 significant level, it implied the collaborative had a significant relationship with the level of job performance of faculty. The result revealed that the more the department head used the collaborative instructional supervision strategies the higher the level of job performance of the faculty. This revealed that in instructional supervision strategies in terms of non-directive had a moderate correlation with the level of job performance of faculty. It shows that in the Pearson-r value of 0.774 and p-value of 0.000 which was lower than 0.01 significant level, it means the non-directive had a significant relationship with the level of job performance of faculty. The result revealed that the more the department head used the non-collaborative instructional supervision strategies the higher the level of job performance of the faculty.

**Table 14**

*Stepwise Regression between Leadership Style, Instructional Supervision Strategies taken singly or in combination of the Level of Job Performance of the Faculty in Local Colleges in Cavite*

Predictor	Dependent Variable	R <sup>2</sup>	F	p-value	β	t	p-value
Non-directive strategy	Level of Job Performance of faculty	0.553	201.989	0.000	0.564	14.212	0.000

*\*Significant @ 0.05*

As shown in the table, the non-directive instructional supervision strategies accounted for 55.30 % (F=201.989) of the variability of the dependent variable while remaining 44.70% refers to other factors which were unaccounted for. Results further showed that for every one-unit increase in the non-directive instructional supervision strategy, the level of job performance of the faculty increases by 0.564. Probability value of 0.000 was less than the significance level of 0.01 which showed that non-directive strategy is a significant predictor of the level of job performance of the faculty implying that the non-directive approach is suitable for teachers who are functioning at high level of developmental level and commitment to teaching. Teachers who can find solutions to the problems that they face in their teaching will experience this type of assistance.

#### **IV. Conclusion and Recommendation**

Talking about the leadership style of department heads in the local college in Cavite as assessed by the college instructors specifically directive style, the result unveiled that at present, respondents perceived that the department heads inform the subordinates about what needs to be done and how it needs to be done. But need practice in giving vague explanations of what is expected of subordinates in their job.

When it came to the leadership style of department heads in the local college in Cavite as assessed by the college instructors in terms of supportive style, the result revealed that at present, respondents perceived that the department heads maintain a friendly working relationship with subordinates. But saying things that hurt subordinates' personal feelings needs practice.

In terms of the leadership style of department heads in the local college in Cavite as assessed by the college instructors specifically participative style, the result implied that at present, respondents perceived that the department heads listen receptively to subordinates' ideas and suggestions. But acting without consulting the subordinates was frequently practiced.

The result of the leadership style of department heads in the local college in Cavite as assessed by the college instructors in terms of achievement-oriented style suggested that at present, respondents perceived that the department heads encourage continual improvement in subordinates' performance. But show that department head have doubts about subordinates' ability to meet most objectives.

The composite table of the leadership style used in local colleges in Cavite showed that the respondents believe that directive leadership style is the most important, supportive style of leadership style is more important and achievement-oriented style are the second more important. The participative style of leadership will be least.

In terms of the instructional supervision strategies used by the department heads in the local colleges in Cavite as evaluated by the respondents specifically directive, the result

unveiled that at present, respondents perceived that the department heads provide suggestions to improve teaching and ensure the teacher follows them. They tell the teacher what they had to do to improve their teaching. They also do this approach to supervise new teachers and those who seek help for improvement.

When it came to the instructional supervision strategies used by the department heads in the local colleges in Cavite as evaluated by the respondents in terms of collaborative, the result revealed that at present, respondents perceived that the department heads use this approach to teachers who suggest solutions to improve their classroom teaching and work as a team with my teachers to overcome issues on classroom teaching. They tell the teacher what they had to do to improve their teaching. But accept disagreement from the teacher while discussing.

Taking into account the instructional supervision strategies used by the department heads in the local colleges in Cavite as evaluated by the respondents in terms of non-directive, the result showed that at present, respondents perceived that the department heads encourage the teachers to be creative and innovative in their classroom teaching. They support their suggestions to improve classroom teaching.

The result of the composite table of the instructional supervision strategies used in local colleges in Cavite revealed that the respondent believe that non-directive is the most important, and the directive is second most important. The collaborative will be least.

In terms of the level of job performance of the faculty in local colleges in Cavite, the result showed that the faculty of local colleges were highly satisfied of their performance. They improve classroom instruction to deliver the lesson successfully and they become more creative and interesting with the guidance from their supervisor.

When it came to the relationship of leadership style and instructional supervision strategies, the results revealed that the directive style of leadership had a significant relationship with the instructional supervision strategies in terms of directive, collaborative and non-directive. This implied that the more the department heads used the directive leadership style the more they used the directive, collaborative and non-directive in instructional supervision. Meanwhile, the supportive style of leadership had a significant relationship with instructional supervision strategies in terms of directive, collaborative and non-directive. This suggested that the more supportive style of leadership used by department heads the more that they used the directive, collaborative and non-directive in instructional supervision. On the other hand, the participative style of leadership had a significant relationship with instructional supervision strategies in terms of directive, collaborative and non-directive. This revealed that the more the department heads used the participative style of leadership the more directive, collaborative, and non-directive used in their instructional supervision. Lastly, the achievement-oriented style of leadership had a significant relationship with instructional supervision strategies in terms of directive, collaborative and non-directive. This revealed that the more the department heads used the achievement-oriented style of leadership the more they used the directive, collaborative and non-directive in instructional supervision.

The relationship of leadership style and level of job performance of the faculty in local colleges in Cavite showed that the directive style of leadership had a significant relationship with job performance of the faculty. This indicated that the more the directive style of leadership used the higher the level of job performance of the faculty. On the other hand, the supportive style, participative style, and achievement-oriented style of leadership had a significant relationship with job performance of the faculty. This unveiled that the more they used the

supportive, participative, and achievement-oriented style of leadership the higher the level of job performance of the faculty.

The relationship of instructional supervision strategies and job performance of the faculty in local colleges in Cavite revealed that directive dimension had a significant relationship with job performance of the faculty. The result showed that the more the department heads used the directive in instructional supervision the higher the level of job performance of the faculty. In contrast, the collaborative dimension had a significant relationship with the level of job performance of faculty. This revealed that the more the department head used the collaborative instructional supervision strategies the higher the level of job performance of the faculty. On top of that, the non-directive dimension had a significant relationship with the level of job performance of faculty. This implied that the more the department head used the non-collaborative instructional supervision strategies the higher the level of job performance of the faculty.

The result of stepwise regression between leadership style, instructional supervision strategies taken singly or in combination of the level of job performance of the faculty in local colleges in Cavite revealed that non-directive strategy is a significant predictor of the level of job performance of the faculty implying that the non-directive approach is suitable for teachers who are functioning at high level of developmental level and commitment to teaching. Teachers who can find solutions to the problems that they face in their teaching will experience this type of assistance.

With the results of the study, the researcher formulated the following recommendations.

To school administrators of local colleges, the researcher recommends that they may consider the effectiveness of different style of leadership and different instructional supervision strategies for the improvement of the subordinates. They can also provide professional orientation/re-orientation, for the novice and experienced teacher, which may include team-teaching and recommendation.

To the deans/program coordinators, the researcher suggests that they can provide the result of the student evaluation and feedback to serve as a guide for the teachers to improve their job performance.

To the department heads, the researcher suggests that they should continue observe the instructors instructional process and develop a seminar to help them improve and acquire more skills of teaching and should continue their team work to improve more supervision and help instructors realize lesson objective.

To future researchers, the researcher recommends that they may consider large population and conducting studies for private schools and state universities.

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