

# Personal Qualities and Supervisory Performance of Elementary School Administrators

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**Abstract**— In an increasingly complex educational environment, effective school leadership depends not only on managerial competence but also on the personal qualities that shape administrators' supervisory performance and contribute to the quality of education. This study determined the relationship between the personal qualities and supervisory performance of elementary school administrators in the selected public elementary schools of Baroy District, Division of Lanao del Norte, during the School Year 2024–2025. Specifically, it assessed the administrators' personal qualities in terms of emotional stability, consideration, leadership, sociability, and flexibility, evaluated their supervisory performance in providing supervisory leadership, improving the teaching-learning situation, and improving the manner of evaluating performance, and examined the significant relationship between the two variables. The study employed a descriptive-correlational research design involving selected elementary school teachers as respondents. Data were gathered using a researcher-made questionnaire and analyzed through weighted mean, standard deviation, and Pearson Product-Moment Correlation Coefficient (Pearson  $r$ ). Results revealed that the administrators demonstrated a Very High level of personal qualities and supervisory performance. Leadership emerged as the highest-rated personal quality, while providing supervisory leadership obtained the highest rating among the supervisory performance dimensions. Furthermore, a significant positive relationship was found between personal qualities and supervisory performance, leading to the rejection of the null hypothesis. The study concludes that desirable personal qualities are significantly associated with effective supervisory performance, highlighting their importance in fostering teacher development, instructional improvement, and effective school leadership. The findings may serve as a valuable reference for elementary school administrators, educational leaders, the Department of Education, and future researchers in strengthening leadership practices and supervisory effectiveness.

**Keywords**— personal qualities, supervisory performance, elementary school administrators, school leadership, instructional supervision, descriptive-correlational research.

## INTRODUCTION

### Background of the Study

The role of school administrators is crucial in the effective running of the schools and implementation of educational programs. In addition to carrying out administrative tasks, they are expected to exhibit personal attributes that foster trust, teamwork and a positive school environment. Emotional stability, consideration, leadership, sociability and flexibility allow administrators to effectively manage the multitude of challenges faced in school administration and develop productive relationships with stakeholders and teachers. The personal characteristics are manifested in the way administrators carry out their supervisory duties, especially in giving supervisory leadership, improving teaching-learning environment and conducting fair and constructive

performance evaluation practices. The relationship between administrators' personal qualities and their supervisory performance is playing an increasingly important role in the realization of quality education as educational institutions continually adapt to the changing policies, instructional demands and organizational challenges.

There are a number of educational leadership studies that have noted the significance of personal attributes in effective school leadership. Day et al. (2020) claimed that effective school leadership can be enhanced by combining professional expertise with positive personal qualities that affect teacher effectiveness and school improvement. Likewise, Collie (2021) stressed that the emotionally competent and interpersonally competent school leaders build

positive school cultures that boost school personnel's commitment and effectiveness. Together, Hallinger and Walker (2021) stated that collaborative leadership and positive interpersonal relations are important in enhancing the capacity of the school and supporting continuous school improvement. Similarly, Bush (2022) noted that effective school leaders contribute to teachers' professional development by providing instructional supervision, mentoring, and professional guidance, and Liu and Hallinger (2023) pointed out that constructive feedback and ongoing professional development play an important role in improving instruction and school performance. The studies have all indicated that the personal characteristics of the administrator have a significant impact on his or her supervisory abilities and on the effectiveness of schools in meeting their objectives.

Although strong school leadership is known to be important, school leaders still have a variety of responsibilities that involve not only technical and managerial skills but also good character traits that impact their leadership role. In the selected public elementary schools of Baroy District, Division of Lanao del Norte, understanding how administrators' personal qualities relate to their supervisory performance is important in providing empirical evidence on leadership practices within the local educational context. Examining this relationship may provide a clearer understanding of how administrators' personal qualities are associated with their supervisory responsibilities, particularly in providing supervisory leadership, improving the teaching-learning situation, and improving the manner of evaluating performance. Results could also help build the existing knowledge base of educational leadership by offering evidence from a specific setting, public elementary schools in the district.

With these considerations in mind, this study set out to establish the correlation between the personal qualities and supervisory performance of elementary school administrators in the selected public elementary schools of Baroy District, Division of Lanao del Norte. Specifically, it assessed the administrators' personal qualities in terms of emotional stability, consideration, leadership, sociability, and flexibility; determined

their supervisory performance in providing supervisory leadership, improving the teaching-learning situation, and improving the manner of evaluating performance; and examined the significant relationship between the two variables. The results of the study can be a useful reference in enhancing the leadership practices and school supervision among the elementary school administrators, teachers, school heads, educational leaders, Department of Education officials, and future researchers.

### ***Theoretical Framework***

The present study is anchored on the Trait Theory of Leadership developed by Ralph M. Stogdill (1948; revised 1974). The theory states that personality traits or characteristics of a person greatly affect his or her leadership effectiveness. Stogdill explains that while there are different types of leadership, the qualities of leadership are other than authority or position: emotional maturity, self-confidence, interpersonal competence, adaptability, responsibility, and sound judgement are some of these characteristics that allow the leader to influence others, achieve organizational objectives, etc. The theory focuses on the idea that although situational factors may influence leadership, there are certain personal qualities that are key factors in determining leadership effectiveness.

Trait Theory assumes that effective leaders have unique personal traits that enable them to become effective leaders. Stogdill (1974) explained that effective leaders commonly exhibit emotional stability, intelligence, initiative, responsibility, self-confidence, sociability, and adaptability, enabling them to establish positive relationships, make sound decisions, and respond effectively to organizational challenges. These leadership skills help develop trust, cooperation and motivation among organizational members and improve the effectiveness of the organization. The current academic leadership literature also highlights the importance of school leaders who have positive personal traits, are more likely to motivate teachers, improve teaching practices and provide positive learning experiences (Day et al., 2020; Collie, 2021).

In this present study, the authors choose to employ Trait Theory by examining the relationship between the personal traits of the elementary school administrators (emotional stability, consideration, leadership, sociability, and flexibility) and their supervisory performance (providing supervisory leadership, improving teaching-learning situation, and improving the manner of evaluating performance). Based on the theory, the study purports that the stronger personal qualities of administrators are the more apt they will be to show effective supervisory practices. These attributes affect how administrators lead teachers, how they help teachers improve teaching, how they facilitate professional learning and growth, and how they maintain positive working relationships in the school community.

Trait Theory is a theory that has been used extensively in research in the field of education. Day et al. (2020) stressed that teacher leadership is enhanced when professional competence and desirable personal characteristics that impact teacher effectiveness and school improvement are woven together. Likewise, Collie (2021) concluded that school leaders with emotional competence, interpersonal sensitivity and ethical leadership foster positive organizational climate, which is associated with teacher commitment and effectiveness. Similarly, Stronge and Xu (2021) emphasized the leadership attributes that effective school administrators have to inspire teachers, foster cooperation, and promote organizational effectiveness. The studies illustrate how the Trait Theory is still pertinent in the context of leadership effectiveness in educational organizations.

The present investigation is relevant to Trait Theory because it offers a valid theory to explain the relationship of the personal qualities and supervisory performance of elementary school administrators. The theory supports the assumption that good leadership qualities increase the likelihood of positive educational outcomes because they are associated with good supervisory practices, which in turn are significantly related to administrators' personal qualities, as identified in the study. Therefore, Trait Theory is appropriate for explaining the variables studied in the present research and explaining the

results about the relationship between personal qualities and supervisory performance.

### **Statement of the Problem**

1. What is the level of personal qualities of elementary school administrators in terms of:
  - a) emotional stability;
  - b) consideration;
  - c) leadership;
  - d) sociability; and
  - e) flexibility?
2. What is the level of supervisory performance of elementary school administrators in terms of:
  - a) providing supervisory leadership;
  - b) improving the teaching-learning situation; and
  - c) improving the manner of evaluating performance?
3. Is there a significant relationship between the personal qualities of elementary school administrators and their supervisory performance?

## **II. RESEARCH METHODOLOGY**

This study employed a descriptive-correlational research design to determine the level of personal qualities of elementary school administrators in terms of emotional stability, consideration, leadership, sociability, and flexibility, as well as their supervisory performance in supervisory leadership, teaching-learning improvement, and performance evaluation, and to examine the significant relationship between these variables. The study was conducted in selected public elementary schools in Baroy District, Division of Lanao del Norte, during School Year 2024–2025, involving selected elementary school teachers who had served under their current school administrator for at least one school year. Data were collected using a researcher-made questionnaire with a four-point Likert scale, which underwent expert validation and pilot testing to establish its validity and reliability. Prior to data collection, approval was secured from the appropriate educational authorities, and respondents were assured of confidentiality and voluntary participation. The collected data were analyzed using Weighted Mean and Standard Deviation to determine the levels of the variables and Pearson Product-

Moment Correlation ( $r$ ) to examine the significant relationship between administrators' personal qualities

and supervisory performance at the 0.05 level of significance.

### III. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

**Table 1.1** Level of Personal Qualities of Elementary School Administrators in terms of Emotional Stability

| Indicators                                                             | SD   | Mean        |
|------------------------------------------------------------------------|------|-------------|
| Remains calm when dealing with school-related problems and challenges. | 0.83 | 3.12        |
| Demonstrates self-control when handling conflicts among teachers.      | 0.74 | 3.20        |
| Manages work-related stress effectively.                               | 0.86 | 3.21        |
| Makes rational decisions even under pressure.                          | 0.73 | 3.32        |
| Maintains a positive disposition despite difficult situations.         | 0.76 | 3.29        |
| <b>Grand Mean</b>                                                      |      | 3.23 (High) |

Scale: 3.26 - 4.00 = Very High; 2.51 – 3.25 = High; 1.76 – 2.50 = Low; 1.00 – 1.75 = Very Low

One of the personal traits that stood out among the elementary school administrators was their emotional stability. The respondents responded an overall grand mean of 3.23 which is interpreted as High as seen in Table 1.1. While not at the level of Very High, it indicates that the administrators as a group are able to maintain composure, demonstrate good judgment, and keep their emotions under control as they perform the demands of school leadership. This discovery indicates that they have emotional stability within their on-going relationships and decision-making roles.

The highest ratings were observed in "Makes rational decisions even under pressure" with a mean of 3.32 and "Maintains a positive disposition despite difficult situations" with 3.29, both interpreted as Very High. These results indicate that the respondents highly regard administrators who remain objective and optimistic even when confronted with challenging circumstances. The indicators "Manages work-related stress effectively" (3.21) and "Demonstrates self-control when handling conflicts among teachers" (3.20) were both rated High, reflecting the administrators' ability to maintain professionalism while dealing with workplace demands and interpersonal concerns. Meanwhile, "Remains calm

when dealing with school-related problems and challenges" obtained the lowest mean of 3.12, yet it still falls within the High descriptive level. Although this aspect received the lowest rating, it nevertheless suggests that administrators generally remain composed when addressing school-related issues. Strengthening stress management and emotional regulation strategies may further enhance their ability to respond calmly to more demanding leadership situations.

Suleman et al. (2020) highlighted the significance of emotional stability in an educational leader's role, stating that such a trait helps them better handle pressures in the school environment, resolve conflicts, and foster positive relationships with teachers and other stakeholders. Similarly, Akram et al. (2020) claimed that emotional stability helps administrators to make logical decisions and effectively face the problems of the organization, thereby enhancing their leadership. The current results support these views, suggesting that administrators who are emotionally balanced and have a sound judgment are more likely to create an enabling and productive school climate that is professionally healthy.

**Table 1.2** Level of Personal Qualities of Elementary School Administrators in terms of Consideration

| Indicators                                                     | SD   | Mean |
|----------------------------------------------------------------|------|------|
| Listens attentively to teachers' concerns and suggestions.     | 0.65 | 3.28 |
| Demonstrates sensitivity to the needs and welfare of teachers. | 0.74 | 3.30 |
| Considers teachers' welfare when making decisions.             | 0.73 | 3.26 |



|                                                                               |                  |      |
|-------------------------------------------------------------------------------|------------------|------|
| <b>Treats teachers fairly and respectfully.</b>                               | 0.78             | 3.19 |
| <b>Provides assistance when teachers encounter work-related difficulties.</b> | 0.70             | 3.30 |
| <b>Grand Mean</b>                                                             | 3.27 (Very High) |      |

Scale: 3.26 - 4.00 = Very High; 2.51 – 3.25 = High; 1.76 – 2.50 = Low; 1.00 – 1.75 = Very Low

One of the most notable personal attributes displayed by the elementary school administrators is consideration. Table 1.2 shows the overall grand mean of 3.27, which was labeled Very High by the respondents. This discovery reflects the consistent attitude of the administrators to the welfare, needs, and professional interests of their teachers. This rating is an indication of a leadership style that is people-centred and respectful, with a focus on showing empathy and support, and fosters a culture that teachers feel recognised and valued.

The highest ratings were obtained by "Demonstrates sensitivity to the needs and welfare of teachers" and "Provides assistance when teachers encounter work-related difficulties," both with a mean of 3.30, interpreted as Very High. These were followed by "Listens attentively to teachers' concerns and suggestions" with a mean of 3.28 and "Considers teachers' welfare when making decisions" with 3.26, both likewise described as Very High. These results suggest that the administrators place considerable importance on understanding teachers' concerns and extending the necessary support to help them perform their duties effectively. In contrast, "Treats teachers

fairly and respectfully" obtained the lowest mean of 3.19, although it remains within the High descriptive level. While this aspect received the lowest rating among the indicators, the result still reflects a favorable perception of the administrators' interpersonal behavior. This finding suggests that fairness and respect are generally practiced in the workplace, although strengthening these qualities may further promote trust, mutual respect, and stronger professional relationships within the school.

Hallinger and Kulophas (2024) highlighted the importance of consideration in educational leadership, stating that those with empathetic, fair, and caring attitudes toward educators create greater trust, collaboration, and organizational commitment. Dutta and Sahney (2016) also found that administrators who listen to teachers and respond to their professional needs lead to increased motivation, job satisfaction, and positive school climate among teachers. These views are in line with the findings of the present study, which showed that consideration is not only a positive personal trait but also a key leadership quality that enhances relationships and contributes to the overall effectiveness of the school community.

**Table 1.3** Level of Personal Qualities of Elementary School Administrators in terms of Leadership

| Indicators                                                                    | SD               | Mean |
|-------------------------------------------------------------------------------|------------------|------|
| <b>Provides clear direction in accomplishing school goals and objectives.</b> | 0.75             | 3.26 |
| <b>Motivates teachers to perform their duties effectively.</b>                | 0.77             | 3.13 |
| <b>Demonstrates confidence in making administrative decisions.</b>            | 0.76             | 3.31 |
| <b>Serves as a positive role model for teachers and staff.</b>                | 0.68             | 3.42 |
| <b>Encourages teamwork and collaboration among teachers.</b>                  | 0.71             | 3.30 |
| <b>Grand Mean</b>                                                             | 3.29 (Very High) |      |

Scale: 3.26 - 4.00 = Very High; 2.51 – 3.25 = High; 1.76 – 2.50 = Low; 1.00 – 1.75 = Very Low

Table 1.3 presents the level of personal qualities of elementary school administrators in terms of leadership. The overall assessment yielded a grand mean of 3.29, interpreted as Very High. This finding reveals that the administrators are widely perceived as effective leaders who consistently demonstrate

qualities that inspire confidence, promote collaboration, and guide teachers toward achieving the school's goals and objectives. Such a rating reflects the respondents' strong confidence in the administrators' ability to lead the school community effectively.

Among the indicators, "Serves as a positive role model for teachers and staff" obtained the highest mean of 3.42, followed by "Demonstrates confidence in making administrative decisions" (3.31), "Encourages teamwork and collaboration among teachers" (3.30), and "Provides clear direction in accomplishing school goals and objectives" (3.26), all of which were interpreted as Very High. These results demonstrate that teachers highly value administrators who lead by example, make sound decisions, and foster a collaborative working environment. On the other hand, "Motivates teachers to perform their duties effectively" received the lowest mean of 3.13, although it still falls under the High descriptive level. While this aspect may not be as strongly perceived as the other leadership behaviors, the rating nevertheless reflects that administrators are generally successful in encouraging teachers to fulfill their responsibilities.

This also suggests an opportunity to further strengthen motivational strategies that can inspire even greater teacher engagement and commitment.

This finding is confirmed by Leithwood, Harris and Hopkins (2008) who argue that effective school leaders can drive improvement in their school not only by making decisions and planning effectively but also by being role models and inspiring trust and commitment among teachers. Similarly, Stronge (2021) reported that collaborative, confident and visionary leadership greatly helps in sustaining teachers' motivation and enhancing the effectiveness of the organization. Positive results from this study continue to validate that professional, collaborative, and exemplary practices are fundamental to a successful and productive school culture.

**Table 1.4** Level of Personal Qualities of Elementary School Administrators in terms of Sociability

| Indicators                                                     | SD   | Mean        |
|----------------------------------------------------------------|------|-------------|
| Maintains harmonious relationships with teachers and staff.    | 0.82 | 3.28        |
| Communicates effectively with members of the school community. | 0.76 | 3.26        |
| Is approachable and easy to communicate with.                  | 0.88 | 3.22        |
| Promotes cooperation and unity among school personnel.         | 0.83 | 3.26        |
| Establishes positive relationships with stakeholders.          | 0.81 | 3.30        |
| <b>Grand Mean</b>                                              |      | 3.26 (High) |

Scale: 3.26 - 4.00 = Very High; 2.51 – 3.25 = High; 1.76 – 2.50 = Low; 1.00 – 1.75 = Very Low

Table 1.4 presents the level of personal qualities of elementary school administrators in terms of sociability. The results obtained a grand mean of 3.26, interpreted as Very High. This finding indicates that the administrators are perceived to possess excellent interpersonal skills, enabling them to establish and maintain positive relationships with teachers, staff, and other members of the school community. The overall rating reflects the administrators' ability to foster an atmosphere characterized by openness, cooperation, and mutual respect, which are essential in promoting a harmonious and productive school environment.

Among the indicators, "Establishes positive relationships with stakeholders" obtained the highest mean of 3.30, followed by "Maintains harmonious relationships with teachers and staff" with a mean of

3.28, "Communicates effectively with members of the school community" and "Promotes cooperation and unity among school personnel", both with a mean of 3.26. These indicators were all interpreted as Very High, suggesting that the administrators consistently cultivate strong professional relationships and encourage collaboration among various members of the school community.

Meanwhile, "Is approachable and easy to communicate with" registered the lowest mean of 3.22, which is described as High. Although it ranked lowest among the indicators, the result remains favorable, indicating that the administrators are generally viewed as approachable and accessible to teachers, while still presenting an opportunity to further strengthen open communication and personal engagement within the school.

This is consistent with the focus of Hallinger and Walker (2021) on school leaders who build collaborative relationships with teachers and stakeholders to promote supportive school environments that enhance organizational capacity and school performance. Similarly, DeMatthews and Izquierdo (2021) reported that stakeholder

engagement and collaborative leadership improve trust, shared responsibility and ongoing school improvement. The present studies confirm that sociability is a key leadership skill for building positive relationships and a favorable organizational climate between administrators and others.

**Table 1.5** Level of Personal Qualities of Elementary School Administrators in terms of Flexibility

| Indicators                                                  | SD   | Mean        |
|-------------------------------------------------------------|------|-------------|
| Adapts readily to changes in policies and programs.         | 0.76 | 3.30        |
| Welcomes new ideas and suggestions from teachers.           | 0.88 | 3.14        |
| Considers alternative solutions to school-related concerns. | 0.82 | 3.26        |
| Adjusts supervisory approaches according to circumstances.  | 0.78 | 3.25        |
| Remains open-minded when addressing differing viewpoints.   | 0.84 | 3.22        |
| <b>Grand Mean</b>                                           |      | 3.23 (High) |

Scale: 3.26 - 4.00 = Very High; 2.51 – 3.25 = High; 1.76 – 2.50 = Low; 1.00 – 1.75 = Very Low

Flexibility emerged as one of the positive personal qualities demonstrated by the elementary school administrators. As reflected in Table 1.5, the respondents gave an overall mean of 3.23, described as High. Although the rating did not reach the Very High category, it nevertheless suggests that the administrators are generally capable of adjusting to changing circumstances and responding appropriately to the evolving demands of school management. Such adaptability is an important leadership attribute, particularly in an educational environment where policies, programs, and school concerns continually change.

The highest ratings were observed in "Adapts readily to changes in policies and programs" with a mean of 3.30 and "Considers alternative solutions to school-related concerns" with 3.26, both interpreted as Very High. These results demonstrate that the administrators are viewed as adaptable leaders who are willing to respond constructively to new situations and explore different courses of action when addressing school issues. The remaining indicators—"Adjusts supervisory approaches according to circumstances" (3.25), "Remains open-minded when addressing

differing viewpoints" (3.22), and "Welcomes new ideas and suggestions from teachers" (3.14)—were all rated High. Although the last indicator received the lowest mean, the rating remains favorable and reflects that administrators generally value teachers' ideas. Nonetheless, creating more opportunities for teachers to actively participate in decision-making may further strengthen collaborative leadership and encourage innovation within the school

Flexibility in school leadership has been emphasized by Netolicky (2020) who argued that educational leaders who are effective need to be flexible in their response to the changes in the school, policy reform and new challenges if the school is to be effective. Likewise, Harris and Jones (2020) explained how flexible leadership allows school leaders to make well-informed decisions, promote a sense of collaboration among all stakeholders, and to respond to the changing nature of education. The present results are in accord with these views, and indicate that leaders who are flexible and quick to respond to the demands of the situation and who think creatively about solutions are more likely to lead their schools well and create a climate of collaboration, support, and growth.

**Table 2.** Summary of the Level of Personal Qualities of Elementary School Administrators

| Domains             | Mean | Interpretation |
|---------------------|------|----------------|
| Emotional Stability | 3.23 | High           |

|                      |      |           |
|----------------------|------|-----------|
| <b>Consideration</b> | 3.27 | Very High |
| <b>Leadership</b>    | 3.29 | Very High |
| <b>Sociability</b>   | 3.26 | Very High |
| <b>Flexibility</b>   | 3.23 | High      |
| <b>Grand Mean</b>    | 3.26 | Very High |

Scale: 3.26 – 4.00 = Very High; 2.51 – 3.25 = High; 1.76 – 2.50 = Low; 1.00 – 1.75 = Very Low

Table 2 presents the summary of the level of personal qualities of elementary school administrators across the five assessed domains. The results yielded an overall grand mean of 3.26, interpreted as Very High. This finding indicates that the teacher-respondents generally perceive the administrators as possessing a very high level of desirable personal qualities essential for effective school leadership. The overall rating reflects that the administrators consistently demonstrate behaviors and characteristics that promote sound leadership, healthy interpersonal relationships, and effective management of school operations.

Among the five domains, "Leadership" obtained the highest mean of 3.29, followed by "Consideration" with 3.27, and "Sociability" with 3.26, all interpreted as Very High. These results suggest that the administrators are particularly recognized for their ability to lead by example, demonstrate concern for teachers' welfare, and establish positive relationships within the school community.

Meanwhile, "Emotional Stability" and "Flexibility" both recorded a mean of 3.23, interpreted as High. Although these two domains received comparatively lower ratings, they still reflect favorable perceptions of the administrators' ability to manage emotions and

adapt to changing circumstances. The slight variation in the ratings indicates that while interpersonal and leadership-related qualities are highly evident, further professional development focusing on emotional resilience and adaptive leadership may further enhance administrators' overall effectiveness.

The overall results confirm modern conceptions of an effective educational leadership. Stronge and Xu (2021) noted that effective school leaders need to have a blend of leadership skills, interpersonal skills, and personal traits that will inspire their teachers, build a school culture, and enhance organizational performance.

Likewise, Harris and Jones (2020) showed that effective school leadership is not restricted to the administrative and managerial aspects, but also involves emotional intelligence, adaptability, empathy, and collaboration in decision making in order to respond to the complexities and changing nature of education.

The findings of the present study support these views as they show that administrators with good personal attributes are more likely to build supportive learning environments, have positive professional relationships, and lead organizations toward success.

**Table 3.1** Level of Supervisory Performance of Elementary School Administrators in terms of Providing Supervisory Leadership

| Indicators                                                                                       | SD               | Mean |
|--------------------------------------------------------------------------------------------------|------------------|------|
| <b>Provides professional guidance to improve teachers' performance.</b>                          | 0.74             | 3.38 |
| <b>Regularly monitors teachers' instructional practices.</b>                                     | 0.77             | 3.27 |
| <b>Encourages participation in seminars, trainings, and professional development activities.</b> | 0.72             | 3.26 |
| <b>Provides constructive feedback following classroom observations.</b>                          | 0.80             | 3.33 |
| <b>Recognizes and supports teachers' professional growth.</b>                                    | 0.73             | 3.42 |
| <b>Grand Mean</b>                                                                                | 3.33 (Very High) |      |

Scale: 3.26 - 4.00 = Very High; 2.51 – 3.25 = High; 1.76 – 2.50 = Low; 1.00 – 1.75 = Very Low



Providing supervisory leadership was identified as one of the strongest dimensions of the administrators' supervisory performance. As presented in Table 3.1, the respondents gave an overall grand mean of 3.33, interpreted as Very High. This finding reflects that the administrators consistently perform their supervisory responsibilities by guiding, supporting, and monitoring teachers to improve instructional quality and professional competence. Such a rating demonstrates that supervisory leadership is effectively practiced as an essential component of school management.

The respondents gave the highest rating to "Recognizes and supports teachers' professional growth" with a mean of 3.42, followed by "Provides professional guidance to improve teachers' performance" (3.38) and "Provides constructive feedback following classroom observations" (3.33), all interpreted as Very High. These findings demonstrate that the administrators place considerable importance on mentoring teachers, recognizing their accomplishments, and providing meaningful feedback that contributes to instructional improvement. Likewise, "Regularly monitors teachers' instructional

practices" with a mean of 3.27 and "Encourages participation in seminars, trainings, and professional development activities" with 3.26 also received Very High ratings. Collectively, these results portray administrators who actively promote continuous learning, instructional excellence, and professional growth, thereby creating an environment that supports both teacher development and improved educational outcomes.

Bush (2022) highlighted that good leadership of supervision requires to mentor, guide, and empower teachers rather than just assess their work, through ongoing professional development. Similarly, Liu and Hallinger (2023) explained that school leaders will support teacher instructional competence, if they are able to provide positive feedback, support professional learning, and develop collaborative instructional practices, which will lead to continued improvement in the school. The same views are echoed in the current results, as the school's administration has made a strong commitment to supporting teacher learning through its robust supervisory practices, and encourages a culture of ongoing learning and instructional excellence.

**Table 3.2** Level of Supervisory Performance of Elementary School Administrators in terms of Improving the Teaching-Learning Situation

| Indicators                                                                | SD               | Mean |
|---------------------------------------------------------------------------|------------------|------|
| Assists teachers in improving classroom instruction.                      | 0.81             | 3.24 |
| Promotes the effective use of instructional materials and resources.      | 0.75             | 3.26 |
| Supports programs that enhance learners' academic performance.            | 0.76             | 3.39 |
| Encourages innovative and learner-centered teaching strategies.           | 0.78             | 3.30 |
| Helps create an environment conducive to effective teaching and learning. | 0.84             | 3.25 |
| <b>Grand Mean</b>                                                         | 3.29 (Very High) |      |

Scale: 3.26 - 4.00 = Very High; 2.51 – 3.25 = High; 1.76 – 2.50 = Low; 1.00 – 1.75 = Very Low

Improving the teaching-learning situation emerged as another area in which the elementary school administrators demonstrated a very high level of supervisory performance. As reflected in Table 3.2, the respondents gave an overall grand mean of 3.29, interpreted as Very High. This result indicates that the administrators consistently carry out supervisory practices that strengthen classroom instruction and support the delivery of quality education. The overall assessment suggests that they play an active role in

creating conditions that enable teachers to perform effectively and learners to achieve better academic outcomes.

The highest rating was obtained by "Supports programs that enhance learners' academic performance" with a mean of 3.39, followed by "Encourages innovative and learner-centered teaching strategies" with 3.30, and "Promotes the effective use of instructional materials and resources" with 3.26, all

interpreted as Very High. These findings reveal that the administrators place strong emphasis on initiatives that directly improve student learning while encouraging teachers to adopt effective and innovative instructional practices. Likewise, "Helps create an environment conducive to effective teaching and learning" with a mean of 3.25 and "Assists teachers in improving classroom instruction" with 3.24 were both rated High, reflecting the administrators' continuing efforts to provide teachers with the guidance and support needed to enhance instructional delivery. Viewed collectively, the pattern of responses highlights a supervisory approach that prioritizes instructional quality, learner achievement, and continuous improvement in classroom practices.

He et al. (2024) found that instructional leadership has a positive effect on teachers' professional development, which is manifested in continuous learning opportunities, reinforcement of teaching and learning practices, and enhancement of teaching quality. Likewise, Shaked (2024) underscored the role of school leaders who focus on instructional leadership, which involves supporting teachers, enhancing pedagogical practices, and nurturing communal learning environments, in making significant contributions to teachers' effectiveness and students' learning. The current results confirm these views and reveal that when administrators actively promote instructional improvement, they foster teacher effectiveness, instructional excellence, and improved academic performance for students.

**Table 3.3** Level of Supervisory Performance of Elementary School Administrators in terms of Improving the Manner of Evaluating Performance

| Indicators                                                                             | SD   | Mean               |
|----------------------------------------------------------------------------------------|------|--------------------|
| Evaluates teachers objectively and fairly.                                             | 0.82 | 3.19               |
| Uses clear and appropriate criteria in evaluating teacher performance.                 | 0.79 | 3.29               |
| Discusses evaluation results with teachers constructively.                             | 0.74 | 3.28               |
| Utilizes evaluation findings to improve instructional effectiveness.                   | 0.85 | 3.25               |
| Encourages teachers to use evaluation results for professional growth and development. | 0.80 | 3.16               |
| <b>Grand Mean</b>                                                                      |      | <b>3.23 (High)</b> |

Scale: 3.26 - 4.00 = Very High; 2.51 – 3.25 = High; 1.76 – 2.50 = Low; 1.00 – 1.75 = Very Low

Improving the manner of evaluating performance was rated High by the teacher-respondents, indicating that the elementary school administrators generally demonstrate effective evaluation practices. As shown in Table 3.3, the domain obtained an overall grand mean of 3.23, interpreted as High. This finding suggests that the administrators perform teacher evaluation in a manner that promotes accountability, instructional improvement, and professional development. Their evaluation practices are generally perceived to be systematic and supportive, enabling teachers to recognize their strengths while identifying areas for further growth

Among the indicators, "Uses clear and appropriate criteria in evaluating teacher performance" obtained the highest mean of 3.29, followed by "Discusses evaluation results with teachers constructively" with 3.28, both interpreted as Very High. These findings

indicate that the administrators value transparency and open communication throughout the evaluation process, allowing teachers to better understand their performance and receive meaningful feedback. The indicators "Utilizes evaluation findings to improve instructional effectiveness" with a mean of 3.25, "Evaluates teachers objectively and fairly" with 3.19, and "Encourages teachers to use evaluation results for professional growth and development" with 3.16 were all interpreted as High. Taken together, these results portray administrators who view performance evaluation not merely as an administrative requirement but as an important mechanism for improving instruction, strengthening teacher competence, and supporting continuous professional learning.

This is consistent with the study conducted by Admiraal et al. (2021), which emphasized that the

concept of effective teacher evaluation is most effective when combined with continuous feedback, reflection and professional learning opportunities that increase instructional competence. In a similar way, He et al. (2024) discovered that school leaders who use evaluation data to inform instruction, offer them positive feedback, and help them develop

professionally result in increased instructional effectiveness and continued school improvement. The views presented here add to the current results and confirm that fair, transparent and developmental assessment practices play an important role in the effectiveness of teacher practices, ongoing professional development and school performance.

**Table 4.** Summary of the Level of Supervisory Performance of Elementary School Administrators

| Domains                                        | Mean | Interpretation |
|------------------------------------------------|------|----------------|
| Providing Supervisory Leadership               | 3.33 | Very High      |
| Improving the Teaching-Learning Situation      | 3.29 | Very High      |
| Improving the Manner of Evaluating Performance | 3.23 | High           |
| Grand Mean                                     | 3.28 | Very High      |

Scale: 3.26 – 4.00 = Very High; 2.51 – 3.25 = High; 1.76 – 2.50 = Low; 1.00 – 1.75 = Very Low

Table 4 presents the summary of the supervisory performance of elementary school administrators across the three major domains. The results yielded an overall grand mean of 3.28, interpreted as Very High. This finding indicates that the teacher-respondents generally perceive the administrators as highly effective in carrying out their supervisory responsibilities. The overall assessment reflects the administrators' strong commitment to providing instructional support, enhancing the teaching-learning process, and implementing evaluation practices that contribute to teacher development and school improvement.

Among the domains, "Providing Supervisory Leadership" obtained the highest mean of 3.33, followed by "Improving the Teaching-Learning Situation" with 3.29, both interpreted as Very High. These findings demonstrate that the administrators excel in guiding teachers, strengthening instructional practices, and fostering an environment that promotes quality teaching and improved learner outcomes. Meanwhile, "Improving the Manner of Evaluating Performance" recorded a mean of 3.23, interpreted as

High. The pattern of responses suggests that while all aspects of supervision are positively practiced, greater emphasis is placed on instructional leadership and teaching improvement. Collectively, the results portray administrators who perform their supervisory roles in a manner that encourages teacher competence, instructional excellence, and continuous school development.

The current results align with the OECD (2023) view that school supervision that is effective combines instructional leadership, teacher support, and assessment of teacher performance to enhance educational quality and student outcomes. Similarly, Bush (2020) defined how successful school administrators develop meaningful improvements in schools by establishing equitable school supervision, teacher development, and accountability practices.

These views support the results of the present study: the importance of integrated supervisory performance for school administrators to improve teaching quality, encourage professional development, and promote continuous school improvement.

**Table 5.** Test of Significant Relationship between Personal Qualities and Supervisory Performance of Elementary School Administrators

| Test Variables                                                                     | Correlation Coefficient | p value | Decision         |
|------------------------------------------------------------------------------------|-------------------------|---------|------------------|
| Personal Qualities and Supervisory Performance of Elementary School Administrators | 0.452                   | 0.000   | Reject the $H_0$ |

Note: If  $p \leq 0.05$ , there is a significant relationship.

Table 5 presents the test of the significant relationship between the personal qualities and supervisory performance of elementary school administrators. The results revealed a correlation coefficient ( $r$ ) of 0.452 with a  $p$ -value of 0.000, which is lower than the 0.05 level of significance. This indicates a moderate positive and statistically significant relationship between the two variables. Consequently, the null hypothesis stating that there is no significant relationship between the personal qualities and supervisory performance of elementary school administrators is rejected.

The result suggests that administrators who exhibit stronger personal qualities, particularly in terms of emotional stability, consideration, leadership, sociability, and flexibility, also tend to demonstrate higher levels of supervisory performance. In other words, positive personal attributes appear to influence how effectively administrators provide instructional leadership, improve the teaching-learning situation, and carry out performance evaluation. Although the correlation is moderate rather than strong, it nevertheless confirms that personal qualities play an important role in shaping administrators' supervisory effectiveness. These findings highlight that effective school supervision is not solely dependent on technical or managerial competence but is likewise influenced by the personal characteristics that administrators demonstrate in their daily interactions and leadership practices.

The present finding is supported by Day et al. (2020), who emphasized that successful school leadership is built upon the integration of professional competence and positive personal attributes, enabling administrators to effectively influence teacher performance and school improvement. Likewise, Collie (2021) explained that leaders who demonstrate emotional competence, interpersonal sensitivity, and ethical leadership are more capable of fostering supportive school environments that enhance teacher commitment and organizational effectiveness. These perspectives affirm the present findings, suggesting that the personal qualities of school administrators significantly contribute to the quality of their

supervisory performance and the achievement of educational goals.

## IV. CONCLUSION AND RECOMMENDATION

### Conclusions

The study concludes that the personal qualities of elementary school administrators are significant determinants of their supervisory performance. Administrators who demonstrate positive leadership attributes are more likely to perform their supervisory functions effectively, thereby fostering teacher development, enhancing instructional practices, and promoting a supportive school environment. Hence, cultivating desirable personal qualities among school administrators remains essential in achieving effective school leadership and improving the overall quality of education.

### Recommendations

Based on the findings and conclusions of the study, it is recommended that elementary school administrators continue strengthening their personal and leadership qualities through professional development, while teachers, school leaders, and the school community foster collaborative practices that support effective supervision and instructional improvement. The Department of Education may utilize the findings in developing leadership training and policy initiatives, and future researchers are encouraged to conduct similar studies involving larger samples, diverse educational settings, and additional variables to further validate and expand the results.

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