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**Supervisory Issues and Leadership Behavior of Private School Principals: Dream Leader of a Teacher**

**Nicanor Santos\*, Gino Carlo Herrera, Thelma Ragasa, Ma. Jesusa Caparas,  
James Deato, Glenn Dela Cueva, Catherine Ferrer, John Carlo Magtoto,  
Abegail Malabuyoc, Glenda Nachimma, Bernadette Robles,  
Melody Ronquillo, Carlo Jejomar Sanchez**

La Consolacion University Philippines  
Bulihan, Malolos City, Bulacan Philippines

**\*Corresponding Author**

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**Abstract**

*Leadership is essential to attaining educational objectives. Leaders can set objectives that motivate followers to rise beyond trivial concerns, transcend societal divisions, and work together to achieve goals deserving of their best efforts. The study aimed to determine the supervisory issues and leadership behavior of the school principals in the diocesan private schools. It utilized concurrent mixed-methods research where the quantitative part describes the leadership behavior of school principals. The qualitative phase of the study analyzed the supervisory issues of school principals, which could further help enhance their role as school leaders. The respondents of the study are 75 private school teachers. The results of the study indicate that (1) the majority of the school leaders show transformational behavior toward their teachers; (2) supervisory issues were the decision-making and classroom visitation; (3) teachers' dream leaders are transformational, visionary, and compassionate.*

**Keywords:** *Leader, Leadership Behavior, Supervisor, Supervisory Issues, Transformation Leadership, Transactional Leadership*

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## **The Problem and Its Background**

Leadership is a crucial topic of study in the discipline of social psychology. From the various approaches, it is also possible to deduce differences in how Leadership is conceived and attempted to be defined. Numerous psychological theories have been developed over the past century, as evidenced by the accomplishments and findings of scientific research on Leadership (Dimitrov & Darova, 2016). Leadership is essential to attaining educational objectives. Leaders can set objectives that motivate followers to rise beyond trivial concerns, transcend societal divisions, and work together to achieve goals deserving of their best efforts (Bennis, 2021).

One of Douglas MacArthur's well-known quotes, referenced in Anderson (2015), reads: "A genuine leader has the confidence to stand alone, the fortitude to make difficult decisions, and the compassion to listen to the concerns of others. The equality of his deeds and the sincerity of his aim make him a leader, even if he did not set out to be one". Tingle et al. (2017) cited that role of the school leader is critical and considerable research has been completed regarding the importance of adequate preparation of principals as school leaders and elements of change.

Education development in all its forms is the greatest obstacle to raising educational quality. One problem with raising the education standard is how effectively the principal carries out their responsibilities to do so, as stated by Susmadiana et al. (2021).

However, organizations can adjust to change, deal with difficulties, and foster an engaging culture with the help of successful leaders, as quoted by Tingle and his colleagues. Thus, the leader's role is vital in getting their subordinates' trust and kindling their commitment toward the project's fruitful fulfillment. According to Mohammed and Wang (2018), leaders are the prerogative to affect the organization's efficacy by positively influencing the team member's job performance.

According to Karim et al. (2021), supervision is a process of guidance from the principal to teachers and school personnel who directly handle students' learning to improve the learning situation so that students can learn effectively with increasing learning achievement. The principal provides supervision to help teachers and other school staff develop their leadership skills and achieve educational objectives (Asyari, 2020). The support comes from direction, inspiration, and chances for teachers to develop their skills and abilities. These include helping with business decisions and the implementation of educational and teaching reforms, the choice of learning tools, better teaching techniques, methods of assessment, and so on (Fitriani & Hakim, 2021; Fr et al., 2021)

Similarly, Catholic Private Schools also assess their principals' duties and responsibilities as leaders and supervisors. With the literature cited above, the researcher firmly believed that a school principal is significant in the organization's and their teachers' success.

Thus, the researcher aimed to answer the following questions:

1. How may the leadership behavior of catholic school principals as perceived by teachers be described?
2. What are the supervisory issues experienced by teachers from their school principals?
3. How to determine the dream leader of teachers in private schools?

## **Leadership Behavior**

A leader's behavior, or, to use more academic language, how a leader draws from a repertoire of styles, has a significant impact on the numerous stakeholders like teachers, students, and parents. The task of Leadership is to steer organizations toward a desired future state while keeping an eye on the people who will bring about that future state. It's a challenging balance exercise (Gandolfi & Stone, 2018).

Although there is significant debate about what Leadership is, the one thing that practically all of the leadership material on the market agrees on is the importance of Leadership. This argument may seem quite straightforward, yet we shouldn't overlook it. This is because people, organizations, communities, and even entire societies are impacted by poor, absent, or toxic Leadership, sometimes in the most destructive ways (Gandolfi & Stone, 2016).

Leadership behavior is an essential factor that affects the enhancement of organizational performance and employee job performance. It can predict the performance of the organization. This is one of the most critical aspects that impacts the development of organizational and employee performance (Faiza et al., 2019).

In addition, leadership behaviors (Khan & Nawaz, 2016) are imitated in attitudes, and afterward, it turns out to be the outcome of a complex interaction among individuals thinking and feeling. The performance of elementary school teachers was said to be positively impacted by the principal's leadership style, according to Nazir (2020).

*Transformational Leadership* states that it is a practice of influencing subordinates to change their awareness of what is significant and move them to see in themselves the opportunities and challenges in their environment, which also encourages employees to surpass their expected performance (Andrews et al., 2012). A transformational leader boosts his subordinates' morale to achieve goals beyond his expectations.

Transactional Leadership style is defined as "... the leader's authority to reinforce subordinates for their effective execution of the bargain," according to Crews et al. (2019). Bass (1997, p.133) (1997, p.133). Three forms of transactional Leadership are available: (1) Active management-by-exception - leaders take corrective action based on leader-follower transactions, (2) Passive management-by-exception- leaders rely on employees to take responsibility for their actions; and (3) Contingent reward - leaders engage in a path-goal transaction of reward for improved job performance.

According to Kalzoom et al. (2018), transactional leadership has become more significant during a previous couple of decades. A type of leadership known as transactional leadership involves using rewards and penalties to control the followers. It is managerial leadership, where the leader's main duty is to outline roles, tasks, and expectations. Additionally, transactional leaders explain duties and responsibilities to their followers and instruct them on what to do to accomplish their goals.

### ***Supervision***

One of the principal's responsibilities is to supervise the work that the teachers and other educational staff members have done. The principal's supervision significantly impacts a teacher's performance since it allows the principal to continue to develop his own abilities by taking part in various pieces of training. In this manner, the teacher's performance and quality inevitably improve (Karim et al., 2021).

According to Goldring et al. (2020), principal supervisors modified their methods, and in certain districts, methods became more standardized. Beyond middle management, supervisors established a unified set of standards and competencies to direct their work. They used specialized coaching models, followed the school walk-through process, and gave principals feedback. Through classroom observations and teacher feedback, supervisors collaborated with principals to support the development of effective teachers.

Some districts tried to increase consistency by establishing expectations for the level of support supervisors should offer to principals and schools. Also, develop common goals for supervisors, standardize the focus of school visits, adopt standard tools to guide supervisors' interactions with principals, and work to calibrate evaluation ratings.

Furthermore, the significance of the teacher's role in carrying out their responsibilities is that teachers cannot solve problems independently and require assistance from others to achieve educational objectives. The principal is

responsible for supporting teachers in finding solutions to issues and carrying out instructional purposes (Karim et al., 2021).

### ***Supervisory Issues of School Principals***

Suchyadi (2018) asserts that a principal's supervision includes a variety of measures to improve the teaching and learning environment, including supporting teachers in their duties and assisting students in becoming better learners. Even though this isn't how things are, the public still has many people who think that the principal's supervision is the same as the kind of supervision that smacks suspicion. It likewise supervision is aimed at improving and improving the quality of teaching, fostering existing teaching programs as well as possible so that there is always an effort to improve the factors that influence students' learning process. The primary function of supervision is not just repairing and learning but coordinating, stimulating, and encouraging the growth of the teaching profession.

Nevertheless, teachers from private schools have issues with their principal's supervision. The following themes emerged among the responses of the teachers.

*Decision Making.* There are numerous issues that schools deal with that lack simple fixes. Acting immediately on a problem or issue may feel efficient, but doing so frequently is ineffective (Schildkamp, 2019). Teachers have raised issues on the supervision of their school principals in such a way that the decision-making skills of their principals are weak and should be enhanced. In addition, a few of these school principals do not consider the suggestion of their group and firmly believe that they are the sole decision-makers in the school.

Contrary to Ni et al. (2018) when they concluded that leadership in schools should not be a zero-sum game. When other stakeholders have more influence over decisions, the impact of the principal increases. A peaceful and effective learning environment in the classroom might be achieved by strengthening collective leadership and keeping the proper ratio of decision influence among stakeholders and across decision zones.

*Classroom Visitation.* A principal plays a vital role in managing the school and improving teachers' quality teaching instruction in the class (Finkelstein et al., 2021). The successful supervision depends considerably on the supervisors' ability to forge a cohesive working group among his subordinates through the five principles of Human Relations School of thought which are the humility, responsibility, human dignity, confidentiality, and changeability assumptions (Adu et al., 2014).

Some teachers stated that they seldom saw their school principals, for they are from satellite schools. In addition, a few teachers revealed that their principals lacked visiting teachers in their classrooms. Hence, Noor & Sofyaningrum (2020) recommended that principals assemble a monitoring team of senior teachers with extensive experience in learning and teaching to overcome the principal's constraints in monitoring. This supervision team's job is to assist principals in keeping an eye on the teachers' teaching activities and carrying out all supervision phases, including planning, implementing, evaluating, reporting, and following up with supervision. The creation of the used supervision tools falls under the purview of the supervision team.

### ***The Dream Principals of the Teachers in the Private Schools***

Everyone dreams of having a superior or a leader he is working with. Similarly, these teachers mentioned their dream leaders and developed the following themes.

*Transformational Leaders.* The teachers from private schools firmly believed that a transformational leader would bring success and job satisfaction to them. A leader like this inspired and encouraged them to be their best version. They likewise believed that this kind of leader could empower them and boost their morale to believe in themselves.

Similarly, Andrews et al. (2012) stated that a transformational leader's practice can influence subordinates to change their awareness of what is significant and move them to see in themselves the opportunities and challenges in their environment, which also encourages employees to surpass their expected performance. A transformational leader boosts his subordinates' morale to achieve goals beyond his expectations.

*Visionary Leader.* A good leader must have a vision for the school's success and improvement and for subordinates' success. A positive outlook in life can further enhance the teacher's self-efficacy, which is a good indicator of high job performance. They want a leader who inspires them toward a common goal. According to Waldman et al. (2001, as cited in Nwachukwu, 2017), visionary leaders alter organizations by changing the attitudes and behaviors of their subordinates through effective communication. It may be argued that visionary leader needs effective communication to win and keep the support of their followers. People need to be more responsive to the organization's goals and objectives when the organization's vision needs to be communicated to them. Furthermore, leaders that focus on visions or missions inspire and empower their followers to experience a change in organizational function and growth (Nwachukwu et al., 2017).

*Compassionate Leader.* The trait of compassion is having good intentions and genuine concern for other people. Stronger ties between people are produced through compassionate leadership. It strengthens loyalty, builds trust, and fosters better teamwork. Research also shows that people regard caring leaders as more capable and powerful (Hougaard et al., 2020). As a defining trait, compassionate leadership puts a particular emphasis on alleviating suffering. According to research on organizational compassion, compassionate leaders reduce the strains of work and life by showing compassion and acting appropriately when their subordinates experience misfortune (Dutton et al., 2002, as cited in Simpson et al., 2022). Teachers in private schools dreamed of having a compassionate leader. Someone who can understand their feelings and actions towards certain circumstances. A humble leader is self-aware, has good morals, is transparent, acts decisively, respects others, and believes in God.

## **Methodology of the Study**

The study aimed to determine the supervisory issues and leadership behavior of the Catholic private schools in the Diocese of Malolos. The study utilized a concurrent mixed-methods type of research. Mixed-methods research integrates qualitative and quantitative data within a single study (Halcomb & Hickman, 2015). Basias & Pollaries (2018) quoted that quantitative research comprises systematic, empirical analysis of phenomena through statistics, math, and data processing; thus, the data is analyzed numerically. On the other hand, qualitative research encompasses methods that analyze experiences, actions, and relationships without using statistics, math, or numerical data. Quantitative and qualitative elements are interlinked to yield a fuller account of the research problem (Zhang and Creswell, 2013).

The study's respondents were 75 teachers in the Malolos Diocese private schools. Total sampling is a method with the same number of samples as people in the population (Sugiyono, 2008, as cited in Susmadiana et al., 2021). Since the entire population is less than 100, total sampling is used, according to Sugiyono (2015), and the population serves as the study sample. The researcher used a survey questionnaire to assess private school principals' leadership behavior and distributed open-ended questions to determine the supervisory issues and their dream leader.

A questionnaire is a standard data collection method. The fundamental purpose of Questionnaire is to acquire valuable data in research most reliably and legitimately possible (Taherdoost, 2016). A questionnaire is simply a vehicle for human communication, which is a highly complex and risky endeavor. The study utilized a standardized questionnaire on the leadership behavior of the principals. The Multifactor Leadership Questionnaire (MLQ-5x) was designed by Bass and Avolio (2006). It was used in this study as the main instrument to measure leadership

behavior. The MLQ-5x was chosen as the measurement instrument for this study because it is a widely accepted tool and is an effective data collection method. The MLQ-5x is a survey developed to assess the broad range of leadership behaviors while differentiating effective leaders from ineffective ones. It was interpreted as 5-*very high*, 4-*high*, 3-*average*, 2-*low*, and 1-*very low*. The researcher used SPSS for descriptive statistics and thematic analysis for the qualitative data. First, interview transcripts were read, and key phrases were extracted and categorized to form the initial codes. Lastly, the final themes were presented. The study was held during the 2<sup>nd</sup> quarter of S.Y. 2022-2023.

### Presentation, Analysis, and Interpretation of Data

According to Daft (2008, referenced in Okoth, 2018), transformative Leadership significantly affects followers and the organization. The followers are motivated by raising task awareness, concentrating on team objectives, and triggering higher-order demands. In a school setting, transformational Leadership transforms followers—such as teachers—into leaders, raises followers' concerns from lower to higher needs, motivates followers to put the good of the community ahead of their interests, paints a clear picture of the ideal future state, and effectively communicates change.

Table 1 presents the transformational leadership behavior of principals in terms of *inspirational motivation*, *idealized influence (attributed)*, *idealized influence (behavior)*, *individual consideration*, and *individual simulation*.

**Table 1: Descriptive Measures of Transformational Leadership Behavior of School Principals**

<b>Inspirational Motivation</b>	<b>Mean</b>	<b>Interpretation</b>
Talks optimistically about the future	4.16	High
Talks enthusiastically about what needs to be accomplished	4.22	High
Articulates a compelling vision of the future	4.13	High
Expresses confidence that goals will be achieved	4.17	High
<b>Weighted Mean</b>	<b>4.17</b>	<b>High</b>
<b>Idealized influenced (Attributed)</b>	<b>Mean</b>	<b>Interpretation</b>
Instills pride in me for being associated with them	3.97	High
Goes beyond self-interest for the good of the group	3.94	High
Acts in ways that build my respect	4.02	High
Display a sense of power, confidence	4.20	High
<b>Weighted Mean</b>	<b>4.03</b>	<b>High</b>
<b>Idealized influenced (Behavior)</b>	<b>Mean</b>	<b>Interpretation</b>
Talks about their most important values and beliefs	4.12	High
Specifies the importance of having a strong sense of purpose	4.18	High
Considers the moral and ethical consequences of decisions	4.02	High
Emphasizes the importance of having a collective sense of mission	4.12	High
<b>Weighted Mean</b>	<b>4.11</b>	<b>High</b>
<b>Individual Consideration</b>	<b>Mean</b>	<b>Interpretation</b>
Spends time teaching and coaching	3.60	High
Treats me as an individual rather than just a member of the group	3.70	High
Considers me as having different needs, abilities, and aspirations from others	3.81	High
Helps me to develop my strengths	3.94	High
<b>Weighted Mean</b>	<b>3.76</b>	<b>High</b>
<b>Individual Simulation</b>	<b>Mean</b>	<b>Interpretation</b>
Re-examines critical assumptions to question whether they are appropriate	3.88	High
Talks about his/her most important values and beliefs	3.94	High

It gets me to look at problems from many different angles	3.77	High
Suggest new ways of looking at how to be complete assignments	3.86	High
<b>Weighted Mean</b>	<b>3.86</b>	<b>High</b>
<b>Over-all Weighted Mean</b>	<b>3.99</b>	<b>High</b>

As can be gleaned from Table 1, regarding *inspirational motivation*, the weighted mean is 4.17. The highest indicator (4.22) talks enthusiastically about what needs to be accomplished, while the last one is that the school principal articulates a compelling future vision (4.13). Regarding *idealized influence* (4.03), the highest indicator is that the school's principal *displays a sense of power and confidence* (4.20), and the lowest one is Goes beyond self-interest for the good of the group (3.94). Regarding *idealized influence -behavior* (4.11), the highest rating got a mean of 4.18, *specifying the importance of having a strong sense of purpose* while considering the moral and ethical consequences of decisions (4.02) got the lowest rating. Regarding *individual consideration* (3.76), she considers her teacher as having different needs, abilities, and aspirations from others (3.94) and got the highest rating, while *spending time teaching and coaching* got the lowest grade of 3.60.

Furthermore, *individual simulation* (3.86), she talked about her most important values and beliefs and got the highest mean of 3.94. The statement, it gets me to look at problems from many angles, got the lowest rating of 3.77. Nevertheless, the overall weighted mean of the transformational leadership behavior of the school principals in Catholic private schools is 3.99, with a verbal interpretation of high.

Due to the wide range of values about the teachers' perception of principals' leadership behavior, the result implies that the teachers have a common ground regarding transformational Leadership. This result is similar to the study of Kendra Cherry (2019), where she found that this type of Leadership can positively affect the group. According to Shukurat (2012), leaders are responsible for serving as a moral example for their followers.

**Table 2: Descriptive Measures of Transactional Leadership Behavior of School Principals**

<b>Contingent Reward</b>	<b>Mean</b>	<b>Interpretation</b>
Provides me with assistance in exchange for my efforts	2.96	Average
Discusses in specific terms which is responsible for achieving performance targets	2.94	Average
Makes clear what one can expect to receive when performance goals are achieved	3.06	Average
Expresses satisfaction when I meet expectations	2.83	Average
<b>Weighted Mean</b>	<b>2.95</b>	<b>Average</b>
<b>Management by Exception (Active)</b>	<b>Mean</b>	<b>Interpretation</b>
Focuses attention on irregularities, mistake, exception, and deviations from standards.	3.21	Average
Concentrate his/her full attention on dealing with mistakes, complaints, and failures	3.03	Average
Keep track of all mistakes	3.02	Average
Directs my attention toward failures to meet standards	2.90	Average
<b>Weighted Mean</b>	<b>3.04</b>	<b>Average</b>
<b>Management by Exception (Passive)</b>	<b>Mean</b>	<b>Interpretation</b>
Focuses attention on irregularities, mistakes, exceptions, and deviations from standards.	3.46	Average
Concentrate his/her full attention on dealing with mistakes, complaints, and failures	3.44	Average
Keep track of all mistakes	3.66	High

Directs my attention toward failures to meet standards	3.56	High
<b>Weighted Mean</b>	<b>3.48</b>	<b>Average</b>
<b>Overall Weighted Mean</b>	<b>3.16</b>	<b>Average</b>

Table 2 presents the transactional leadership behavior of school principals as perceived by their teachers. The first component of transactional leadership is the *contingent reward* (2.95). The highest indicator of this leadership behavior got a mean of 3.06, which *makes clear what one can expect to receive when performance goals are achieved*. Contrary to the *statement expresses satisfaction when I meet expectations* (2.83). The school leaders are transactional about what their teachers can receive or achieve in doing something. Moreso, the following indicator, *management by exception* (active), got a weighted mean of 3.04, which was interpreted as average. The indicator that got the most responses is that their school principals *focused attention on irregularities, mistakes, exceptions, and deviations from standards* (3.21) and interpreted them as average. At the same time, the lowest one is their principals' statement, which *directs their attention toward failures to meet standards* (2.90). These teachers do not believe that their school principals are behaving that way. Lastly, the indicator *management by exception* (passive) received a weighted mean of (3.48), interpreted as average. The highest indicator is the statement, which *keeps track of all mistakes* (3.66), while the lowest one *concentrates his/her full attention on dealing with mistakes, complaints, and failures* (3.44). It likewise means that their school principals.

The results showed that the teachers from private schools do not conform to the transactional behavior of their school principals. Contrary to Kalzoom et al. (2018) findings, transactional leadership positively impacts employee performance. It helps favorably boost employees' performance.

### Summary of Findings, Conclusions and Recommendations

Leadership is one of the most crucial jobs in any organization. Leadership is the ability to motivate a group of people to accomplish goals. In this procedure, a person interacts with the company's staff, encourages them, and helps them achieve the objective. School principals in private schools are more transformational types of leaders. They have shown behavior that inspires their teachers to do better in teaching.

They further believed that empowering their teachers made them more productive, thus, improving the teaching and students' performance. More so, supervisory issues may serve as a basis on which management function a school principal must concentrate and enhance to serve the school better. A dream leader can also come true if school administrators have the guts to strive to be the role models that teachers wish they had.

Based on the study's results and conclusions, the following are hereby recommended:

1. Propagate the transformational leadership behavior of school principals to encourage more teachers to be more productive.
2. Conduct a seminar on decision-making training to further school leaders' skills in decision-making.
3. Conduct regular classroom observations of teachers to observe and monitor their teaching skills.



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