

Transforming School Performance Through Mentoring Supervision and Innovative Leadership: Development of A Transformative School Effectiveness Model

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Abstract

School performance remains a critical concern in contemporary education, as institutions strive to improve student achievement, teacher effectiveness, and overall organizational outcomes amidst rapidly evolving educational demands. While numerous leadership and supervision approaches have been implemented, many schools continue to experience challenges in sustaining meaningful improvement. This study proposes the development of a Transformative School Effectiveness Model that integrates mentoring supervision and innovative leadership as key drivers of school performance. The study aims to examine the influence of mentoring supervision and innovative leadership on school effectiveness and to develop a comprehensive model that promotes sustainable school transformation. Specifically, it investigates the extent to which mentoring supervision practices, including professional guidance, coaching, feedback, and capacity Philippine Christian University Graduate School of Business and Management building, contribute to improved teaching practices and organizational growth. Furthermore, it explores how innovative leadership characterized by vision, creativity, strategic decision-making, collaboration, and adaptability enhances school effectiveness. Using a mixed-methods research design, the study will gather quantitative data from school leaders and teachers through validated survey instruments and qualitative data through interviews and focus group discussions. Statistical analyses, including descriptive statistics, correlation, regression, and structural equation modeling, will be employed to determine the relationships among variables and identify significant predictors of school effectiveness. Qualitative findings will be used to enrich the interpretation of results and support model development. The anticipated outcome of the study is the formulation and validation of a Transformative School Effectiveness Model that demonstrates the interconnected roles of mentoring supervision and innovative leadership in fostering educational excellence. The proposed model is expected to provide school administrators, policymakers, and educational stakeholders with a practical framework for enhancing organizational capacity, strengthening professional development, improving instructional quality, and achieving sustainable school performance. Ultimately, the study contributes to the growing body of knowledge on educational leadership and offers evidence-based strategies for transformative school improvement in the twenty-first century.

Keywords: Mentoring Supervision, Innovative Leadership, School Effectiveness, School Performance, Transformative Educational Leadership

