

School heads' supervision practices on the professional development engagement of public secondary school teachers

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Abstract

This study investigated the school heads' supervision practices and their influence on the professional development engagement of public secondary school teachers in Sta. Elena District, Camarines Norte for SY 2024–2025. It focused on key supervisory practices—teacher evaluation, feedback, and coaching—and examined their relationship to teachers' professional development, specifically in behavioral competencies such as ethical standards, classroom management, learner diversity, lifelong learning, and continuous professional growth. Employing a descriptive-correlational quantitative design, data were gathered from 209 teachers and 8 school heads using a structured survey and analyzed using Pearson's correlation. Results revealed that school heads generally demonstrate effective supervision, particularly through feedback and coaching, though gaps exist in evaluation clarity and individualized support. The extent of influence of supervision practices was high, indicating positive effects, yet areas like fairness and regularity of coaching need improvement. Teachers exhibited strong engagement in professional development but encountered challenges related to time management, workload, resource limitations, and the relevance of training programs. Significant positive correlations were found between supervisory practices, their extent of influence, and the level of teacher professional development engagement, affirming the pivotal role of effective supervision in teacher growth. To address the challenges, the study recommends targeted NEAP training for school heads, strategic collaborations with stakeholders, and program refinement focusing on core competencies. Moreover, support mechanisms such as flexible scheduling, increased funding, and the implementation of a proposed seminar-workshop on TEACHER are advocated to enhance sustained professional development.

Keywords: Supervisory practices, professional development, engagement, public secondary school teachers, professional development challenges

1. Introduction

Supervision within schools is vital for upholding educational standards, fostering continuous professional development, and supporting teachers in improving their job performance (Ampofo et al., 2019; Hartiwi et al., 2020). School heads play a crucial role in encouraging teacher engagement in professional development, ultimately enhancing their ability to effectively convey information to learners (Abdullah, 2020).

Effective supervision practices, including teacher evaluations, feedback, and coaching, significantly influence professional development engagement (UNESCO, 2015). Furthermore, fostering professional development and behavioral competence among secondary teachers is essential for achieving Sustainable Development Goal No. 4 and the Education 2030 Agenda. Aligning professional development plans with these

global objectives empowers teachers to enhance skills, adapt to evolving pedagogical approaches, and address diverse learning needs, contributing to inclusive, equitable, and quality learning environments.

Within the Philippine context, Republic Act 10533, the Enhanced Basic Education Act of 2013, emphasizes teacher competence and professionalism as key to educational reform. Professional Development Plans (PDPs) aligned with this act serve as a structured pathway for teachers to meet enhanced standards and continuously improve their teaching practices. The DepEd Memo no. 20, 2020, outlines professional development priorities for teachers, including mastery of learning competencies, pedagogical skills, and ICT integration, further underscoring the importance of continuous improvement. However, a concerning lack of active participation in professional development activities among public secondary school teachers in Sta. Elena District has been observed, highlighting the need for investigation.

While the importance of supervision and professional development is widely recognized, a knowledge gap exists regarding the specific influence of supervision practices on teachers' engagement in professional development. Limited studies have explored this area, particularly in the context of public secondary schools in the Philippines. Furthermore, a pressing need exists to address the lack of active participation in seminars, workshops, and training among teachers in Sta. Elena District. Initial survey data revealed that only a limited number of teachers engage in these activities, underscoring the urgency of the issue.

This study aims to address the aforementioned concerns by determining the supervision practices implemented by school heads and their influence on the professional development engagement of public secondary school teachers in Sta. Elena District. By focusing on these supervision practices, the study seeks to provide valuable insights that can inform tailored interventions to support and enhance teachers' professional development. Ultimately, this research contributes to the ongoing discourse surrounding teacher development in the educational landscape, striving to enhance the quality of education and effectiveness of teaching for the benefit of learners and the advancement of the teaching profession.

1.1. Objective of the Study

This study was conducted to determine the relationship between school heads' supervision practices on the professional development engagement of public secondary school teachers in Sta. Elena District school year 2024-2025. The study aimed to provide a comprehensive analysis of the supervisory practices and the extent of influence of the school heads on the professional development engagement of public secondary school teachers, along with teacher evaluation, feedback, and coaching. It also determined the level of professional development engagement of public secondary school teachers along behavioral competence, encompassing ethical standards, classroom management, engaging with diverse learners, cultivation of lifelong learning skills, and professional development. Additionally, it examined the significant relationship between the supervisory practices of the school heads on professional development engagement and extent of influence of the school heads' supervision practices, and the significant relationship between the extent of influence of school heads' supervision practices and the level of professional development engagement of public secondary school teachers in Sta. Elena District. Further, it determined the challenges public secondary school teachers met in their professional development engagement. The insights gained from this analysis served as the foundation for developing interventions to enhance the professional development of public secondary school teachers in the Sta. Elena District, thereby fostering their professional development and effectiveness in the educational landscape.

2. Methodology

The research employed a quantitative research method using a descriptive-correlational design to determine the influence of school heads' supervision practices on the professional development engagement of

public secondary school teachers in Sta. Elena District. Drawing inspiration from Johnson and Christensen (2014) and Fraenkel et al. (2018), this method utilized a researcher-made questionnaire for a comprehensive description and correlation analysis. Aligned with McMillan and Schumacher's (2018) recommendation for flexible, context-specific instruments in educational research, the design allows for a systematic examination of the relationships. The correlational aspect examined the relationship between school heads' supervisory practices, their influence, and the professional development engagement of public secondary school teachers in Sta. Elena District. This approach allowed for a detailed exploration of contextual factors affecting these relationships. The findings provided practical insights for educational policies and practices at both school and district levels, incorporating perspectives from teachers and school heads for a well-rounded understanding.

2.1. Population, Sample Size, and Sampling Technique

The respondents in this study were primarily comprised of two groups: school heads serving in public secondary schools within the Sta. Elena District and public secondary school teachers working in those schools. The schools are School A, School B, School C, School D, School E, School F, School G, and School H. The study used a total enumeration of the eight school heads and 209 Junior and Senior public secondary school teachers. Total enumeration sampling, also known as a census, was a sampling technique in research and statistics where the entire population or group of interest was included in the study. In other words, every individual or element in the population was surveyed or analyzed without selecting a sample.

2.2. Data Gathering Procedures

The study was conducted in Sta. Elena District, Camarines Norte, followed strict ethical guidelines. The researcher declared no conflict of interest and ensured all procedures met the Mabini Colleges' research committee's standards. Informed consent was obtained from all participants, and the study complied with the Data Privacy Act of 2012 to protect respondents' personal information. Before collecting data, permission was secured from the Schools Division Office and the district supervisor. Respondents also gave consent to participate, with assurances that their information would remain confidential and anonymous by replacing names with numbers. The data were then analyzed to study school heads' supervision practices and teachers' professional development engagement. The research instrument was carefully designed based on clear objectives and questions, prioritizing confidentiality and informed consent. Participants were informed about the study's purpose, procedures, risks, and benefits, and they had the right to withdraw at any time or skip questions. They were also allowed to ask questions and decide on recording interviews. The study's final steps involved analyzing and interpreting data to produce a comprehensive report, all while respecting participants' rights, privacy, and well-being throughout the research process.

2.3. Statistical Treatment of Data

This study used two types of statistics: descriptive and inferential. Descriptive statistics, as explained by Denis (2023), help summarize and explain data clearly, making it easier to see patterns and trends. The weighted mean was used to measure how school heads supervise teachers' professional development in Sta. Elena District, focusing on teacher evaluation, feedback, and coaching. It also helped assess how much school heads' supervision affects teachers' professional growth in areas like ethical standards, classroom management, working with diverse learners, and lifelong learning skills. Additionally, it identified challenges teachers face in professional development, such as managing time and workload, lack of resources and support, and the relevance of training to their work. To find relationships between variables, the study used the Pearson product-moment correlation coefficient. This method measured how strongly school heads' supervision practices relate to teachers' professional development engagement. It also examined the connection between the influence of

supervision and the level of teacher engagement. All data calculations and analyses were done using SPSS software, version 21.

3. Results and Discussion

3.1. Supervisory Practices of School Heads

The analysis of supervisory practices employed by school heads for teacher evaluation in Sta. Elena District is shown in Table 1. The highest weighted mean is indicator 6, stating, “consistent feedback mechanisms are integral to the supervisory practices employed by school heads for teacher evaluation” (WM = 5.00, Very Much Practiced). This finding indicates that school heads in Sta. Elena District prioritizes structured and regular feedback, which plays a crucial role in guiding teachers’ professional development through timely observations, one-on-one discussions, and collaborative planning. The implication is that continuous, constructive feedback helps teachers refine their strategies and improve student outcomes. This aligns with Alviar (2023), who found that effective supervisory practices, including consistent feedback, enhance teacher performance and job satisfaction. Conversely, the lowest weighted means are indicators 1 and 4, stating that “the supervisory practices implemented by school heads significantly influence teacher evaluation processes” and “the effectiveness of teacher evaluation largely depends on the clarity and consistency of supervisory practices” (both WM = 4.50, Very Much Practiced). Although still high, these suggest room for improvement in how clearly and consistently evaluations are conducted and communicated. The implication is that without transparent criteria, teachers may struggle to understand evaluation outcomes, potentially hindering their professional growth. Akpor and Nyarko-Sampson (2020) similarly emphasize that clear, consistent supervision is essential to maximize evaluation effectiveness and improve teacher performance. Overall weighted mean of 4.69 (Very Much Practiced) shows that school heads actively implement supervisory practices supporting teacher evaluation and development, including classroom observations and mentoring. However, slightly lower scores on clarity and direct influence suggest some perceived ambiguity in evaluation processes. Addressing these gaps through clearer communication and consistent supervisory roles may enhance teachers’ understanding and professional growth. This is supported by research underscoring the positive impact of transparent, effective supervision on teacher performance and student outcomes.

Table 1. Supervisory Practices of School Heads along Teachers Evaluation

| Indicators | Weighted Mean | Interpretation |
|---|---------------|----------------|
| 1. The supervisory practices implemented by school heads significantly influence teacher evaluation processes. | 4.50 | VMP |
| 2. School heads play a crucial role in establishing frameworks for teacher evaluation within educational institutions. | 4.63 | VMP |
| 3. Through structured observation and assessment, school heads gauge teacher effectiveness and performance. | 4.63 | VMP |
| 4. The effectiveness of teacher evaluation largely depends on the clarity and consistency of supervisory practices. | 4.50 | VMP |
| 5. School heads utilize various tools and methodologies to conduct thorough teacher evaluations. | 4.63 | VMP |
| 6. Consistent feedback mechanisms are integral to the supervisory practices employed by school heads for teacher evaluation. | 5.00 | VMP |
| 7. The supervisory practices of school heads aim to enhance teacher performance through constructive feedback and support. | 4.88 | VMP |
| 8. School heads' involvement in teacher evaluation fosters accountability and continuous improvement among educators. | 4.75 | VMP |
| Overall Weighted Mean | 4.69 | VMP |
| <i>Rating Scale:</i> <i>Descriptive Interpretation:</i> 4.21-5.00 - <i>Very Much Practiced (VMP)</i> 3.41-4.20 - <i>Much Practiced (MP)</i> | | |

| | |
|-------------|----------------------------------|
| 2.61-3.40 - | <i>Practiced (P)</i> |
| 1.81-2.60 - | <i>Fairly Practiced (FP)</i> |
| 1.00-1.80 - | <i>Not at All Practiced (NA)</i> |

The highest weighted mean in Table 2 is for indicators 3, 4, and 5, which state that “effective supervisory practices by school heads entail timely and specific feedback tailored to individual teacher needs,” “through ongoing feedback sessions, school heads facilitate reflective practices and encourage continuous improvement among teachers,” and “school heads employ a variety of feedback mechanisms, including verbal discussions, written evaluations, and peer observations” (all WM = 5.00, Very Much Practiced). This indicates that school heads in Sta. Elena District consistently provides timely, individualized, and diverse feedback, promoting teacher reflection and continuous professional growth. The implication is that such strong feedback practices enhance instructional quality and teacher development, supporting findings by Santos and Dela Cruz (2022) that timely, regular feedback fosters a positive school environment and teacher effectiveness. Conversely, the lowest weighted mean is indicator 1, stating, “school heads play a pivotal role in providing constructive feedback to teachers as part of their supervisory practices” (WM = 4.63, Very Much Practiced). While constructive feedback is regularly given, it may be less emphasized or perceived as less impactful compared to other feedback forms. This suggests challenges in delivering clear, actionable, constructive feedback, which can reduce its effectiveness in guiding teacher improvement. The implication is that enhancing the specificity, frequency, and personalization of constructive feedback could better support teacher motivation and professional development. This aligns with De Guzman and Arboleda (2021), who emphasize that the success of feedback depends on its regularity and quality. Overall weighted mean of 4.86 (Very Much Practiced) reflects that supervisory feedback practices by school heads are well-established and effective in Sta. Elena District fosters reflective teaching and continuous development through various feedback methods. However, the relatively lower rating for constructive feedback highlights a need to improve its clarity and guidance to maximize impact. Research confirms that high-quality, consistent feedback positively influences teacher motivation, job satisfaction, and instructional performance, underscoring the importance of refining supervisory feedback to enhance educational outcomes.

Table 2. Supervisory Practices of School Heads along Feedback

| Indicators | Weighted Mean | Interpretation |
|--|----------------------------------|----------------|
| 1. School heads play a pivotal role in providing constructive feedback to teachers as part of their supervisory practices. | 4.63 | VMP |
| 2. School heads' feedback serves as a cornerstone for fostering professional growth and development among teachers. | 4.75 | VMP |
| 3. Effective supervisory practices by school heads entail timely and specific feedback tailored to individual teacher needs. | 5.00 | VMP |
| 4. Through ongoing feedback sessions, school heads facilitate reflective practices and encourage continuous improvement among teachers. | 5.00 | VMP |
| 5. School heads employ a variety of feedback mechanisms, including verbal discussions, written evaluations, and peer observations. | 5.00 | VMP |
| 6. The feedback provided by school heads aims to recognize strengths, address areas for improvement, and support teachers in achieving their professional goals. | 4.88 | VMP |
| 7. Clear and actionable feedback from school heads promotes a culture of openness, collaboration, and accountability within the school community. | 4.75 | VMP |
| 8. School heads prioritize regular feedback sessions as part of their supervisory practices to ensure teachers receive the support and guidance they need. | 4.88 | VMP |
| Overall Weighted Mean | 4.86 | VMP |
| <i>Rating Scale:</i> | | |
| <i>Descriptive Interpretation:</i> | | |
| 4.21-5.00 - | <i>Very Much Practiced (VMP)</i> | |
| 3.41-4.20 - | <i>Much Practiced (MP)</i> | |
| 2.61-3.40 - | <i>Practiced (P)</i> | |
| 1.81-2.60 - | <i>Fairly Practiced (FP)</i> | |

1.00-1.80 - Not at All Practiced (NA)

In Table 3, the highest weighted mean was for indicator 3, “effective coaching practices by school heads involve collaborative goal-setting, ongoing feedback, and reflective conversations aimed at enhancing teaching effectiveness,” along with indicator 4, “school heads utilize coaching as a proactive approach to professional development, empowering teachers to take ownership of their growth and learning journey,” and indicator 5, “coaching sessions led by school heads create opportunities for teachers to explore new instructional methods, address challenges, and refine their pedagogical approaches,” all with a mean of 4.88 (Very Much Practiced). This finding indicates that school heads in Sta. Elena District actively fosters teacher growth and reflective practice through collaborative coaching, implying that such practices serve as a strong mechanism for sustained professional development engagement, as supported by Akpor and Nyarko-Sampson (2020), who found that direct supervision enhances teacher performance. Conversely, the lowest weighted mean were indicator 2, “through coaching, school heads offer personalized support and guidance to teachers, helping them develop specific teaching skills and strategies” and indicator 8, “school heads employ a strengths-based approach to coaching, capitalizing on teachers' existing competencies while identifying areas for further development and refinement” both at 4.63 (Very Much Practiced), suggesting these aspects are present but less emphasized; this implies a need for more frequent, targeted, and strengths-based coaching to better address individual teacher needs—a point highlighted by Afful (2022), who noted that while direct supervision and personalized support improve teacher performance, such strategies are often underutilized and need refinement. With an overall weighted mean of 4.77 (Very Much Practiced), coaching is highly effective and consistently practiced, but enhancing personalized and strengths-based approaches could further improve teacher motivation and instructional quality, consistent with Boyle et al. (2022), who emphasize the importance of strong instructional leadership for teacher and learner growth.

Table 3. Supervisory Practices of School Heads along Coaching

| Indicators | Weighted Mean | Interpretation |
|---|---------------|----------------|
| 1. School heads demonstrate their commitment to professional engagement by providing coaching sessions tailored to the unique needs and aspirations of individual teachers. | 4.75 | VMP |
| 2. Through coaching, school heads offer personalized support and guidance to teachers, helping them develop specific teaching skills and strategies. | 4.63 | VMP |
| 3. Effective coaching practices by school heads involve collaborative goal setting, ongoing feedback, and reflective conversations aimed at enhancing teaching effectiveness. | 4.88 | VMP |
| 4. School heads utilize coaching as a proactive approach to professional development, empowering teachers to take ownership of their growth and learning journey. | 4.88 | VMP |
| 5. Coaching sessions led by school heads create opportunities for teachers to explore new instructional methods, address challenges, and refine their pedagogical approaches. | 4.88 | VMP |
| 6. School heads leverage coaching as a platform for modelling effective teaching practices, fostering a culture of continuous improvement within the school community. | 4.75 | VMP |
| 7. Coaching interactions between school heads and teachers prioritize trust, respect, and open communication, establishing a supportive environment conducive to professional growth. | 4.75 | VMP |
| 8. School heads employ a strengths-based approach to coaching, capitalizing on teachers' existing competencies while identifying areas for further development and refinement. | 4.63 | VMP |
| Overall Weighted Mean | 4.77 | VMP |

| | |
|----------------------|------------------------------------|
| <i>Rating Scale:</i> | <i>Descriptive Interpretation:</i> |
| 4.21-5.00 - | Very Much Practiced (VMP) |
| 3.41-4.20 - | Much Practiced (MP) |
| 2.61-3.40 - | Practiced (P) |
| 1.81-2.60 - | Fairly Practiced (FP) |
| 1.00-1.80 - | Not at All Practiced (NA) |

3.2. Extent of Influence of the School Heads' Supervision Practices

The analysis of Table 4 examines the extent of school heads' supervision influence on teacher evaluation practices in Sta. Elena District. The highest weighted mean was for indicator 3, "through diligent supervision, school heads play a pivotal role in ensuring that teacher evaluations align with established standards and objectives" (WM = 4.11, High Extent). This finding indicates that systematic, standards-based evaluation practices are actively implemented in Sta. Elena District, implying that school heads' supervision maintains accountability and provides a structured framework for teacher professional development. This aligns with Akpor and Nyarko-Sampson (2020), who found that active supervision by school heads ensures consistency and alignment with institutional goals, promoting teacher effectiveness. Conversely, the lowest weighted mean was for indicator 2, "the extent of school heads' supervision practices profoundly impacts the accuracy and fairness of teacher evaluations within the educational institution" (WM = 3.97, High Extent), suggesting that while supervision significantly affects evaluation quality, there is room to improve the consistency and thoroughness of these practices for greater fairness and accuracy. Li et al. (2020) similarly emphasized the importance of school leadership in shaping fair and accurate evaluations. With an overall weighted mean of 4.03 (High Extent), school heads' supervision in Sta. Elena District is systematically implemented and significantly shapes credible teacher evaluations, but further refinement in consistency and thoroughness could enhance evaluation reliability and support teacher development, as reinforced by Dacanay and Pajo (2021).

Table 4. Extent of Influence along Teachers Evaluation

| Indicators | Weighted Mean | Interpretation |
|---|---------------|----------------|
| 1. School heads' supervision practices significantly influence teachers' evaluation processes, shaping their professional development journey. | 4.08 | HE |
| 2. The extent of school heads' supervision practices profoundly impacts the accuracy and fairness of teachers' evaluations within the educational institution. | 3.97 | HE |
| 3. Through diligent supervision, school heads play a pivotal role in ensuring teacher evaluations align with established standards and objectives. | 4.11 | HE |
| 4. Effective supervision practices by school heads contribute to the continuous improvement of teachers' performance through constructive feedback and assessment. | 4.01 | HE |
| 5. School heads' supervision practices foster transparency and accountability in the teacher evaluation process, enhancing its credibility and effectiveness | 4.04 | HE |
| 6. The extent to which school heads engage in supervision directly affects the quality and reliability of teachers' evaluations, reflecting on their professional growth. | 3.98 | HE |
| 7. By conducting thorough supervision, school heads provide valuable insights and recommendations that guide teachers' self-assessment and development. | 4.05 | HE |
| 8. School heads' supervision practices influence the accuracy of teachers' evaluations by facilitating meaningful observations and assessments of their instructional practices. | 4.00 | HE |
| Overall Weighted Mean | 4.03 | HE |
| <i>Rating Scale:</i> <i>Descriptive Interpretation:</i> 4.21-5.00 - Very High Extent (VHE) 3.41-4.20 - High Extent (HE) 2.61-3.40 - Moderate Extent (ME) 1.81-2.60 - Low Extent (LE) 1.00-1.80 - No Extent (NE) | | |

In Table 5, the highest weighted mean was for indicator 1, "school heads play a pivotal role in providing constructive feedback to teachers as part of their supervisory practices," and indicator 3, "effective supervisory practices by school heads entail timely and specific feedback tailored to individual teacher needs," both with a mean of 4.07 (High Extent). This finding indicates that school heads' constructive and personalized feedback is highly influential in supporting teacher development, implying that such feedback mechanisms are well-integrated into supervisory routines and enhance reflective practice and professional growth. This is

conformed by Guamos and Jalos (2023), who found that school heads significantly contribute to teacher development by providing timely, specific, and personalized feedback. ON the other hand, the lowest weighted mean was indicator 8, "school heads prioritize regular feedback sessions as part of their supervisory practices to ensure that teachers receive the support and guidance they need," at 3.96 (High Extent), suggesting that while feedback sessions are valued, their regularity is less consistent, which may limit ongoing support for teachers. This is supported by Borja and Tirol (2020), who emphasized the importance of consistent feedback sessions for teacher professional development. With an overall weighted mean of 4.02 (High Extent), feedback is an effective supervisory tool in Sta. Elena District, but increasing the consistency and frequency of feedback sessions could further strengthen teacher support and instructional improvement, as conformed by Santos and Dela Cruz (2022), who highlighted the positive impact of regular, supportive feedback on teacher performance and growth.

Table 5. Extent of Influence along Feedback

| Indicators | | Weighted Mean | Interpretation |
|--|--|---------------|----------------|
| 1. School heads play a pivotal role in providing constructive feedback to teachers as part of their supervisory practices. | | 4.07 | HE |
| 2. The feedback provided by school heads serves as a cornerstone for fostering professional growth and development among teachers. | | 3.97 | HE |
| 3. Effective supervisory practices by school heads entail timely and specific feedback tailored to individual teacher needs. | | 4.07 | HE |
| 4. Through ongoing feedback sessions, school heads facilitate reflective practices and encourage continuous improvement among teachers. | | 4.02 | HE |
| 5. School heads employ a variety of feedback mechanisms, including verbal discussions, written evaluations, and peer observations. | | 4.04 | HE |
| 6. The feedback provided by school heads aims to recognize strengths, address areas for improvement, and support teachers in achieving their professional goals. | | 4.01 | HE |
| 7. Clear and actionable feedback from school heads promotes a culture of openness, collaboration, and accountability within the school community. | | 4.04 | HE |
| 8. School heads prioritize regular feedback sessions as part of their supervisory practices to ensure teachers receive the support and guidance they need. | | 3.96 | HE |
| Overall Weighted Mean | | 4.02 | HE |
| <i>Rating Scale:</i> | | | |
| <i>Descriptive Interpretation:</i> | | | |
| 4.21-5.00 - Very High Extent (VHE) | | | |
| 3.41-4.20 - High Extent (HE) | | | |
| 2.61-3.40 - Moderate Extent (ME) | | | |
| 1.81-2.60 - Low Extent (LE) | | | |
| 1.00-1.80 - No Extent (NE) | | | |

Table 6 presents the extent of influence of school heads' supervisory practices on coaching in Sta. Elena District. The highest weighted mean was for indicator 3, "effective supervision practices ensure that coaching sessions are tailored to teachers' needs, promoting targeted support and skill enhancement" (WM = 4.07, High Extent). This finding indicates that personalized coaching by school heads is highly effective in supporting teacher growth, implying that individualized coaching sessions enhance instructional quality and professional development; this is conformed by Borja and Tirol (2020), who found that customized coaching by school leaders strongly supports teacher participation in development activities. Conversely, the lowest weighted mean was for indicator 2, "the extent of supervision by school heads significantly shapes the frequency and intensity of coaching interactions, fostering teacher development " and indicator 4, "through ongoing supervision creates opportunities for personalized coaching that addresses specific areas for improvement and builds on teachers' strengths" (both WM = 4.00, High Extent). This suggests that while supervision positively influences coaching, there is a need to increase the regularity and focus of coaching sessions to further enhance teacher development, as supported by Dacanay and Pajo (2021), who highlighted that more frequent and targeted coaching boosts teacher engagement and performance. With an overall weighted mean of 4.03 (High

Extent), school heads in Sta. Elena District plays a significant role in implementing coaching practices that support teacher professional growth, but greater consistency and depth in coaching could further maximize teacher engagement and instructional effectiveness.

Table 6. Extent of Influence along Coaching

| Indicators | | Weighted Mean | Interpretation |
|--|--|---------------|----------------|
| 1. School heads' supervision practices directly influence the effectiveness and depth of coaching provided to teachers, impacting their professional growth. | | 4.06 | HE |
| 2. The extent of supervision by school heads significantly shapes the frequency and intensity of coaching interactions, fostering teacher development. | | 4.00 | HE |
| 3. Effective supervision practices ensure that coaching sessions are tailored to teachers' needs, promoting targeted support and skill enhancement. | | 4.07 | HE |
| 4. Through ongoing supervision, school heads create opportunities for personalized coaching that addresses specific areas for improvement and builds on teachers' strengths. | | 4.00 | HE |
| 5. The extent to which school heads engage in supervision directly impacts the quality and relevance of coaching sessions, enabling meaningful professional growth. | | 4.03 | HE |
| 6. Supervision practices by school heads play a pivotal role in establishing a supportive coaching culture that encourages risk-taking and innovation among teachers. | | 4.02 | HE |
| 7. By providing regular and constructive feedback, school heads enhance the effectiveness of coaching interactions, empowering teachers to implement new strategies with confidence. | | 4.05 | HE |
| 8. The extent of supervision influences the level of trust and rapport between school heads and teachers, facilitating open communication and receptiveness to coaching. | | 4.01 | HE |
| Overall Weighted Mean | | 4.03 | HE |
| <i>Rating Scale:</i> | | | |
| <i>Descriptive Interpretation:</i> | | | |
| 4.21-5.00 - Very High Extent (VHE) | | | |
| 3.41-4.20 - High Extent (HE) | | | |
| 2.61-3.40 - Moderate Extent (ME) | | | |
| 1.81-2.60 - Low Extent (LE) | | | |
| 1.00-1.80 - No Extent (NE) | | | |

3.3. Level of Professional Engagement of Public Secondary School Teachers

Public secondary school teachers in Sta. Elena District demonstrates a commendable level of professional engagement, particularly in activities aimed at its growth and development, as shown in Table 7. The highest weighted mean was for indicator 1, “actively participate in professional development activities, demonstrating a commitment to ongoing growth and learning” (WM = 3.94, Much Engaged). This finding shows that teachers in Sta. Elena District is highly engaged in professional development, implying a strong dedication to continuous improvement and skill enhancement, as conformed by Borja and Tirol (2020), who found that effective supervision motivates teachers to participate in growth-focused activities. On the other hand, the lowest weighted mean was for indicator 8, “actively seek feedback from mentors or supervisors to enhance their professional development engagement, demonstrating a commitment to continuous improvement” (WM = 3.78, Much Engaged), indicating that while teachers value feedback, they are less proactive in seeking it, suggesting a need to encourage more consistent feedback-seeking behaviors. This is supported by Borja and Tirol (2020), who noted that regular and constructive feedback from leaders increases teacher engagement in professional development. With overall weighted mean of 3.86 (Much Engaged), teachers demonstrate strong professional commitment, but fostering a culture of proactive feedback-seeking could further enhance their growth, as also supported by Dacanay and Pajo (2021), who emphasized that supportive supervision and regular feedback from school heads further boost teacher participation and professional development.

Table 7. Level of Professional Engagement of Public Secondary School Teachers along Behavioral Competence

| Indicators | | Weighted Mean | Interpretation |
|---|--|-------------------------|----------------|
| 1. Actively participates in professional development activities, demonstrating a commitment to ongoing growth and learning. | | 3.94 | ME |
| 2. Exhibit a positive attitude toward professional development, recognizing its value in enhancing teaching effectiveness. | | 3.81 | ME |
| 3. Teacher effectively applies new teaching techniques acquired from professional development opportunities, integrating them into their instructional practices. | | 3.89 | ME |
| 4. Consistently seek opportunities to enhance their teaching skills, demonstrating a proactive approach to professional growth. | | 3.82 | ME |
| 5. Engages in collaborative discussions with colleagues on professional development topics, contributing to a shared learning and innovation culture. | | 3.93 | ME |
| 6. Engage in reflective practices, regularly evaluating their teaching methods and making adjustments based on insights gained from professional development experiences. | | 3.80 | ME |
| 7. Shares their professional development experiences and knowledge with colleagues, contributing to a supportive learning community. | | 3.86 | ME |
| 8. Actively seek feedback from mentors or supervisors to enhance their professional development engagement, demonstrating a commitment to continuous improvement. | | 3.78 | ME |
| 9. Sets specific goals for their professional development and takes proactive steps to achieve them, showing a strong dedication to their ongoing growth and development. | | 3.88 | ME |
| Overall Weighted Mean | | 3.86 | ME |
| <i>Rating Scale:</i> | | | |
| <i>Descriptive Interpretation:</i> | | | |
| 4.21-5.00 - | | Very High Engaged (VHE) | |
| 3.41-4.20 - | | Much Engaged (ME) | |
| 2.61-3.40 - | | Engaged (E) | |
| 1.81-2.60 - | | Fairly Engaged (FE) | |
| 1.00-1.80 - | | Not at All (NE) | |

Public secondary school teachers in Sta. Elena District exhibits a commendable commitment to upholding ethical standards in their professional roles, as indicated by the overall weighted mean of 3.94, interpreted as "Much Engaged." The most notable indicator was teachers' proactive reporting of ethical concerns or violations (WM = 4.01), reflecting a strong personal and institutional commitment to integrity and accountability. This behavior aligns with the findings of Santos and Dela Cruz (2022), who emphasized that ethical vigilance and transparent communication, when supported by school leadership, positively impact teacher performance and institutional trust. The high engagement in reporting ethical concerns implies a school culture that values openness and moral responsibility, with teachers taking active roles in ensuring ethical conduct within the academic community.

However, the data also reveal areas that require further attention. Indicators 2 and 6, which pertain to the integration of ethical considerations into teaching practices and collaboration on ethical issues, both yielded the lowest mean scores (WM = 3.89), although still within the "Much Engaged" range. This suggests that while individual ethical behavior is present, systematic incorporation of ethics into pedagogy and peer dialogues may not be as consistently practiced. Borja and Tirol (2020) emphasized the critical importance of peer collaboration in fostering reflective ethical practice, indicating that teacher engagement in ethical discussions with colleagues enhances moral reasoning and shared accountability. The findings highlight a gap between personal ethical responsibility and collective, reflective practice, pointing to the need for institutional strategies that promote collaborative ethical engagement.

To strengthen ethical competence in the district, it is recommended that school leaders provide structured opportunities for teachers to engage in ethical discourse, such as regular ethics-focused professional learning communities (PLCs), case study discussions, or peer mentoring on ethical dilemmas. As Bogyal (2022) notes, leadership plays a pivotal role in embedding ethics into school culture through continuous professional development and open, safe spaces for moral reflection. By institutionalizing ethics into teaching frameworks and collegial interaction, schools can move from individual ethical adherence to a more cohesive, community-driven culture of integrity. This progression will ensure that ethical standards are not only upheld individually but are actively nurtured within a shared professional environment.

Table 8. Level of Professional Engagement of Public Secondary School Teachers along Encompassing Ethical Standards

| Indicators | | Weighted Mean | Interpretation |
|--|--|-------------------------|----------------|
| 1. Demonstrates awareness of and comprehension of the ethical standards pertinent to their profession, underscoring their commitment to ethical conduct in education. | | 4.00 | ME |
| 2. Actively integrate ethical considerations into their teaching practices, ensuring adherence to professional standards and fostering a culture of integrity. | | 3.89 | ME |
| 3. Seeks out professional development opportunities focused on addressing ethical issues in education, recognizing the importance of ethical awareness and competence in their role. | | 3.93 | ME |
| 4. Exhibit confidence in their ability to navigate ethical dilemmas in the classroom, drawing on their understanding of ethical principles and guidelines. | | 3.95 | ME |
| 5. Advocates for the inclusion of discussions and training on ethical standards in professional development activities, emphasizing the significance of ethical education for educators. | | 3.91 | ME |
| 6. Engage in collaborative discussions with colleagues regarding ethical issues in education, contributing to a culture of reflection and dialogue within the school community. | | 3.89 | ME |
| 7. The teacher proactively reports ethical concerns or violations, demonstrating a commitment to upholding ethical standards and ensuring accountability. | | 4.01 | ME |
| 8. Advocate for ethical behavior and adherence to standards among their peers, promoting a professional environment characterized by integrity and ethical conduct. | | 3.92 | ME |
| 9. Teacher demonstrates awareness of and comprehension of the ethical standards relevant to their profession, reflecting their dedication to ethical practice and continuous professional development. | | 3.92 | ME |
| Overall Weighted Mean | | 3.94 | ME |
| <i>Rating Scale:</i> | | | |
| <i>Descriptive Interpretation:</i> | | | |
| 4.21-5.00 - | | Very High Engaged (VHE) | |
| 3.41-4.20 - | | Much Engaged (ME) | |
| 2.61-3.40 - | | Engaged (E) | |
| 1.81-2.60 - | | Fairly Engaged (FE) | |
| 1.00-1.80 - | | Not at All (NE) | |

The findings presented in Table 9 indicate that public secondary school teachers in Sta. Elena District is highly committed to maintaining an effective classroom environment, as evidenced by the highest weighted mean of 3.99 for the indicator, "demonstrate proficiency in managing classroom behavior and maintaining an atmosphere conducive to learning." This level of engagement reflects teachers' strong ability to foster discipline, focus, and positive behavior, which are essential conditions for effective instruction and student achievement. The result aligns with the study of Ali et al. (2020), who assert that proficient classroom management significantly contributes to educational quality by minimizing disruptions, enhancing instructional time, and promoting positive student-teacher interactions. It underscores that teachers are not only capable of maintaining order but also deeply invested in shaping a supportive and productive learning climate.

However, the study reveals that the indicators with the lowest weighted means, both at 3.90, pertain to the application of classroom management strategies gained through professional development and the recognition of the value of continuous learning in classroom management. Although these ratings still fall under the "Much Engaged" category, the slight dip suggests a potential gap between theoretical knowledge acquired from training and its consistent, practical implementation in the classroom. Teachers may either lack adequate opportunities to attend relevant professional development or face challenges in translating training into everyday practice. Ali et al. (2020) affirm that sustained professional development is crucial for the refinement of classroom management skills and student success, thereby emphasizing the need for more targeted, context-specific training opportunities that promote application, reflection, and peer collaboration.

With an overall weighted mean of 3.95, the results show that teachers are generally proficient and engaged in classroom management. Nonetheless, to further enhance their effectiveness, there must be greater institutional support for continuous professional development and mechanisms that ensure the application of learned strategies. Chan-Anteza (2020) highlights the importance of empowering teachers through structured, supportive environments that reinforce professional growth and skill application. Thus, school administrators in Sta. Elena District should prioritize the integration of follow-up coaching, mentoring, and classroom-based

observations that allow teachers to reflect on their practices, adjust strategies based on learner needs, and cultivate an evolving understanding of effective classroom management. These efforts will not only elevate the quality of instruction but also promote a more resilient and adaptive teaching workforce.

Table 9. Level of Professional Engagement of Public Secondary School Teachers along Classroom Management

| Indicators | Weighted Mean | Interpretation |
|--|---------------|----------------|
| 1. Actively seeks out professional development opportunities aimed at enhancing classroom management skills, demonstrating a commitment to refining their instructional practices. | 3.98 | ME |
| 2. Effectively implement classroom management strategies acquired through professional development, ensuring a conducive learning environment for students. | 3.90 | ME |
| 3. Demonstrates proficiency in managing classroom behavior and maintaining an atmosphere conducive to learning. | 3.99 | ME |
| 4. Adapt classroom management techniques based on student needs and feedback, showing flexibility and responsiveness in their teaching approach. | 3.91 | ME |
| 5. Collaborates with colleagues to share best practices in classroom management, fostering a culture of continuous improvement within the school community | 3.95 | ME |
| 6. Utilizes positive reinforcement and proactive strategies to prevent behavior issues, promoting a positive and supportive classroom environment | 3.94 | ME |
| 7. Exhibits confidence in handling classroom disruptions or challenging student behaviors, drawing on their acquired skills and knowledge. | 3.97 | ME |
| 8. Recognize the importance of ongoing professional development in enhancing classroom management effectiveness, actively engaging in opportunities for growth and learning | 3.90 | ME |
| 9. Consistently seeks professional development opportunities to improve classroom management skills, reflecting their dedication to professional growth and development. | 3.98 | ME |
| Overall Weighted Mean | 3.95 | ME |
| <i>Rating Scale: Descriptive Interpretation:</i> | | |
| 4.21-5.00 - Very High Engaged (VHE) | | |
| 3.41-4.20 - Much Engaged (ME) | | |
| 2.61-3.40 - Engaged (E) | | |
| 1.81-2.60 - Fairly Engaged (FE) | | |
| 1.00-1.80 - Not at All (NE) | | |

The analysis of professional engagement in fostering inclusive classrooms among public secondary school teachers in Sta. Elena District is presented in Table 10. The highest weighted mean was for indicator 7, "creates an inclusive and welcoming classroom environment for all learners, prioritizing equity and ensuring that every learner feels valued and respected" (WM = 4.05, Much Engaged). This finding shows that teachers in Sta. Elena District is strongly committed to fostering inclusivity and equity, using differentiated instruction and culturally responsive teaching, which supports student engagement and a positive classroom climate. This is supported by Delos Reyes and Villamor (2020), who highlight the role of supervision and leadership in encouraging inclusive practices and professional growth. Conversely, the lowest weighted mean was for indicator 2, "demonstrate sensitivity to the diverse needs and backgrounds of their learners, fostering a classroom environment that values and respects individual differences." and indicator 6, "integrate diverse perspectives and materials into their teaching, promoting inclusivity and providing students with a broader range of learning experiences." (both WM = 3.89, Much Engaged). This suggests that while teachers value diversity, the consistent application of inclusive strategies and perspectives needs strengthening, implying a need for more systematic integration of these practices. Mwamuka (2021) supports this, noting that leadership and supervision nurture a more inclusive atmosphere. With an overall weighted mean of 3.93 (Much Engaged), teachers in Sta. Elena District shows strong engagement with diverse learners, but increasing the regularity and depth of inclusive strategies could further enhance equity and student success, as also emphasized by Larson et al. (2021), who found that positive behavior supports and inclusive practices boost learner engagement.

Table 10. Level of Professional Engagement of Public Secondary School Teachers along Engaging with Diverse Learners

| Indicators | | Weighted Mean | Interpretation |
|---|--|---------------|----------------|
| 1. Actively seeks out professional development opportunities aimed at enhancing their ability to engage with diverse learners, emphasizing their commitment to inclusive education. | | 3.93 | ME |
| 2. Demonstrate sensitivity to the diverse needs and backgrounds of their students, fostering a classroom environment that values and respects individual differences. | | 3.89 | ME |
| 3. Adapts their teaching methods to accommodate diverse learning styles and preferences, ensuring equitable access to learning opportunities for all students. | | 3.93 | ME |
| 4. Advocates for including discussions and training on diversity and inclusion in professional development activities, recognizing the importance of culturally responsive teaching. | | 3.94 | ME |
| 5. Teacher collaborates with colleagues to share strategies for effectively teaching diverse groups of students, fostering a culture of collaboration and shared learning. | | 3.90 | ME |
| 6. Integrates diverse perspectives and materials into their teaching, promoting inclusivity and providing students with a broader range of learning experiences. | | 3.89 | ME |
| 7. Creates an inclusive and welcoming classroom environment for all students, prioritizing equity and ensuring every student feels valued and respected. | | 4.05 | ME |
| 8. Engages in regular reflection on their teaching practices and make adjustments to better engage with diverse learners, demonstrating a commitment to continuous improvement. | | 3.92 | ME |
| 9. Actively seeks professional development opportunities that enhance their ability to engage with diverse learners, underscoring their dedication to meeting the needs of all students in their classroom. | | 3.92 | ME |
| Overall Weighted Mean | | 3.93 | ME |
| <i>Rating Scale:</i> | | | |
| <i>Descriptive Interpretation:</i> | | | |
| 4.21-5.00 - Very High Engaged (VHE) | | | |
| 3.41-4.20 - Much Engaged (ME) | | | |
| 2.61-3.40 - Engaged (E) | | | |
| 1.81-2.60 - Fairly Engaged (FE) | | | |
| 1.00-1.80 - Not at All (NE) | | | |

The analysis of Table 11 reveals that public secondary school teachers in Sta. Elena District demonstrates a commendable level of professional engagement in cultivating lifelong learning among students. The highest-rated indicator—"encourages their students to develop lifelong learning skills, fostering a culture of curiosity, exploration, and self-directed learning in the classroom" (WM = 4.04)—highlights teachers' proactive efforts to instill habits of independent inquiry and continuous growth in their learners. This finding suggests that educators in the district prioritize pedagogical strategies such as project-based learning, research tasks, and inquiry-driven instruction, which nurture intellectual curiosity and prepare students to navigate future academic and professional landscapes. Antonova et al. (2020) affirm that fostering such skills is not only vital for individual student success but also for broader societal advancement, as it cultivates learners who are adaptable, critical thinkers, and capable of lifelong self-improvement.

Conversely, the lowest mean scores, at 3.92, were recorded for indicators addressing teachers' personal engagement with lifelong learning—specifically, recognizing its importance for their own professional growth and advocating for its integration into institutional development programs. While the values still fall within the "Much Engaged" category, the slightly lower scores reflect a subtle but important disparity between teachers' efforts to promote lifelong learning in students and their own consistent practice and advocacy of lifelong learning within their profession. This gap may be attributed to limited access to structured, relevant professional development programs or a lack of institutional emphasis on fostering a culture of continuous adult learning. Sancar et al. (2021) argue that the sustainability of a lifelong learning mindset among educators requires not only personal initiative but also organizational structures that prioritize and normalize such engagement.

With an overall weighted mean of 3.96, teachers in Sta. Elena District demonstrates a solid commitment to fostering lifelong learning both in the classroom and within their professional roles. However, enhancing this commitment further will require a dual approach—strengthening teacher agency and responsibility in lifelong learning, while also embedding this philosophy more deeply into professional development frameworks. As Alt and Raichel (2023) emphasize, high professional engagement and the adoption of innovative, forward-thinking educational practices are critical in cultivating dynamic, lifelong

learning environments. Therefore, it is essential for school leaders and policymakers to support teachers not only as facilitators of lifelong learning but also as lifelong learners themselves, by providing them with continuous access to relevant, reflective, and collaborative training programs that model and reinforce lifelong learning habits.

Table 11. Level of Professional Engagement of Public Secondary School Teachers along Engaging with Diverse Learners

| Indicators | Weighted Mean | Interpretation |
|---|---------------|----------------|
| 1. Actively seeks professional development opportunities that promote lifelong learning skills, recognizing their importance for personal and professional growth. | 3.98 | ME |
| 2. Acknowledges the significance of developing lifelong learning skills, viewing them as essential for enhancing their teaching practices and staying updated with educational advancements. | 3.92 | ME |
| 3. Engages in self-directed learning beyond mandatory professional development activities, demonstrating a commitment to continuous improvement and growth. | 3.95 | ME |
| 4. Effectively apply new knowledge and skills gained from professional development in their teaching, ensuring that their instructional practices remain relevant and effective. | 3.94 | ME |
| 5. Encourages their students to develop lifelong learning skills, fostering a culture of curiosity, exploration, and self-directed learning in the classroom. | 4.04 | ME |
| 6. Utilizes technology and online resources for continuous learning and professional growth, leveraging digital platforms to access a wealth of educational materials and opportunities. | 4.00 | ME |
| 7. Embraces feedback and self-assessment as integral parts of their commitment to lifelong learning, valuing constructive criticism as opportunities for growth and development. | 4.00 | ME |
| 8. Advocate for including components that foster lifelong learning habits in professional development activities, emphasizing the importance of nurturing a mindset of continuous learning among educators. | 3.92 | ME |
| 9. Actively seeks professional development opportunities that promote lifelong learning skills, reflecting their dedication to ongoing growth and improvement in their teaching practice. | 3.93 | ME |
| Overall Weighted Mean | 3.96 | ME |
| <i>Rating Scale: Descriptive Interpretation:</i> | | |
| 4.21-5.00 - Very High Engaged (VHE) | | |
| 3.41-4.20 - Much Engaged (ME) | | |
| 2.61-3.40 - Engaged (E) | | |
| 1.81-2.60 - Fairly Engaged (FE) | | |
| 1.00-1.80 - Not at All (NE) | | |

Table 12 underscores the strong professional engagement of public secondary school teachers in Sta. Elena District is in the domain of professional development. The highest-rated indicator, “actively participate in professional development opportunities provided by the school or district” (WM = 4.02), demonstrates teachers’ consistent commitment to continuous learning and instructional improvement. This active participation suggests a positive professional culture in which teachers seek to refine their pedagogical practices and remain responsive to evolving educational demands. The finding aligns with Sancar et al. (2021), who emphasize that professional development should be an ongoing, multifaceted process that adapts to teachers’ changing needs and school contexts. Through regular participation in workshops and training programs, teachers are not only enhancing their individual competencies but also contributing to the overall improvement of the teaching and learning environment in the district.

On the other hand, the lowest weighted mean (WM = 3.84) was for the indicator relating to participation in collaborative projects arising from professional development activities. This suggests a need for increased focus on peer collaboration and knowledge-sharing following professional learning experiences. While individual engagement is high, the translation of this learning into collaborative practice remains limited. Dacanay and Pajo (2021) note that effective supervision fosters collegial interaction and sustained engagement in professional development, which underscores the importance of leadership in bridging this gap. As Bergmark (2023) argues, collaborative and contextually grounded professional development is more impactful than generic, top-down approaches. Therefore, to maximize the benefits of professional development, schools should promote structured follow-up activities that encourage teachers to work together, apply new knowledge in

teams, and adapt innovations to their local contexts, thereby fostering sustained and meaningful professional growth.

Table 12. Level of Professional Engagement of Public Secondary School Teachers along Engaging with Diverse Learners

| Indicators | Weighted Mean | Interpretation |
|---|---------------|----------------|
| 1. Actively participate in professional development opportunities provided by the school or district. | 4.02 | ME |
| 2. Consistently attend professional development sessions throughout the academic year. | 3.91 | ME |
| 3. Voluntarily engage in professional development activities beyond mandatory requirements. | 3.91 | ME |
| 4. Take the initiative to seek out and enroll in professional development opportunities independently. | 3.88 | ME |
| 5. Contributes to discussions, ask questions, and share experiences during professional development sessions. | 3.90 | ME |
| 6. Applies new knowledge or skills gained from professional development activities in my teaching practice. | 3.89 | ME |
| 7. Take leadership roles in facilitating peer learning activities, such as leading workshops or mentoring colleagues. | 3.89 | ME |
| 8. Utilize resources provided during professional development sessions in my lesson planning and instructional strategies. | 3.88 | ME |
| 9. Actively provide feedback on the quality and effectiveness of professional development activities. | 3.89 | ME |
| 10. Participate in collaborative projects or initiatives stemming from professional development activities. | 3.84 | ME |
| Overall Weighted Mean | 3.90 | ME |
| <i>Rating Scale:</i> <i>Descriptive Interpretation:</i> 4.21-5.00 - <i>Very High Engaged (VHE)</i> 3.41-4.20 - <i>Much Engaged (ME)</i> 2.61-3.40 - <i>Engaged (E)</i> 1.81-2.60 - <i>Fairly Engaged (FE)</i> 1.00-1.80 - <i>Not at All (NE)</i> | | |

3.4. Relationship between the Supervisory Practices of the School Heads on Professional Development Engagement and its Extent of Influence

Table 13. Level of Professional Engagement of Public Secondary School Teachers along Engaging with Diverse Learners

| Supervisory Practices | Extent of Influence | | | | | |
|-----------------------|---------------------|----------------|----------|----------------|----------|----------------|
| | Evaluation | | Feedback | | Coaching | |
| | <i>r</i> | <i>p-value</i> | <i>R</i> | <i>p-value</i> | <i>r</i> | <i>p-value</i> |
| Evaluation | .322** | .000 | .328** | .000 | .299** | .000 |
| Feedback | .329** | .000 | .304** | .000 | .320** | .000 |
| Coaching | .351** | .000 | .344** | .000 | .354** | .000 |

**Correlation is Significant @ 0.01 level

The relationship between the supervisory practices of school heads on professional development engagement and their extent of influence was examined using the Pearson Product-Moment Correlation (r), as shown in Table 13. The result shows a significant positive correlation at the 0.01 level, indicating that as supervisory practices improve, so does their influence on teacher engagement. The strong evidence ($p < .01$) led to rejecting the null hypothesis, confirming that effective supervision significantly boosts teachers' involvement in development activities. This is reflected in school heads' regular classroom observations, timely and constructive feedback, personalized coaching, and promotion of professional development workshops and peer collaboration. These actions create a supportive environment that nurtures teacher growth and motivation. The findings highlight the critical role of school heads as leaders who shape a culture of continuous learning, improving instructional quality and student outcomes. This aligns with Karim et al. (2021), who emphasize that

effective supervision combined with teacher competence enhances teacher performance and professional development engagement.

3.5. Relationship between the Supervisory Practices of the School Heads on Professional Development Engagement and its Extent of Influence

The relationship between professional development engagement and the extent of influence of school heads' supervision practices was analyzed using the Pearson Product-Moment Correlation (r), as presented in Table 14. The study examined the relationship between teachers' professional development engagement across behavioral competence, encompassing ethical standards, classroom management, engaging diverse learners, cultivation of lifelong learning skills, and professional development, and the extent of influence of school heads' supervision in evaluation, feedback, and coaching. The result shows strong positive correlations ($r = .685$ to $.741$) with p -values $< .01$, indicating a statistically significant relationship unlikely due to chance. This means that higher teacher engagement in professional development is closely linked to more effective supervisory practices by school heads. The implication is that strengthening supervision can enhance teachers' professional growth, thereby improving teaching quality and learning outcomes. These findings align with Zhang et al. (2021), who emphasize that both individual and school-level factors, including supportive leadership through evaluation, feedback, and coaching, significantly motivate teachers' participation in professional learning activities.

Table 14. Test for Significant Relationship between Professional Development Engagement and their Extent of Influence on Supervision Practices

| Professional Development Engagement | Extent of Influence | | | | | |
|---|---------------------|------------|----------|------------|----------|------------|
| | Teacher Evaluation | | Feedback | | Coaching | |
| | r | p -value | R | p -value | r | p -value |
| Behavioral Competence | .712** | .000 | .741** | .000 | .726** | .000 |
| Encompassing Ethical Standards | .685** | .000 | .703** | .000 | .703** | .000 |
| Classroom Management | .701** | .000 | .727** | .000 | .699** | .000 |
| Engaging with Diverse Learners | .715** | .000 | .725** | .000 | .709** | .000 |
| Cultivation of Lifelong Learning Skills | .695** | .000 | .724** | .000 | .700** | .000 |
| Professional Development | .701** | .000 | .712** | .000 | .688** | .000 |

**Correlation is Significant @ 0.01 level

3.6. Challenges Met by Public Secondary School Teachers in Their Professional Development

Table 15 presents the challenges faced by public secondary school teachers in Sta. Elena District regarding time management and workload in professional development. The highest weighted mean is indicator 5, stating, "the pressure to maintain a healthy work-life balance creates a struggle for teachers to prioritize professional development without sacrificing personal well-being" (WM = 4.21, Always Encountered). This highlights a persistent challenge where excessive workload and time pressures limit teachers' capacity for professional growth, leading to stress, burnout, and diminished instructional quality. The implication is that without targeted interventions such as workload management and supportive scheduling, teachers will continue facing barriers to meaningful development. This aligns with Zydzunaite et al. (2020), who emphasize how workload impacts teacher well-being and effectiveness. On the other hand, the lowest weighted mean is indicator 2, which states, "the constant juggle between professional growth activities and daily classroom duties creates an imbalance, hindering teachers' ability to engage in both fully" (WM = 3.98, Encountered). This reflects ongoing time management challenges where competing demands like lesson planning and administrative tasks limit full engagement in professional development. The implication is that clearer task prioritization and streamlined processes are needed to support teachers, as supported by Creagh et al. (2023),

who highlight workload's negative effects on teacher well-being and professional involvement. Overall, with a weighted mean of 4.13 (Encountered), time management and workload remain significant challenges for teachers in Sta. Elena District, frequently impeding their professional development and risking well-being and instructional quality. Addressing these issues through better workload management and organizational support is essential for sustaining effective teaching and continuous learning. This is corroborated by Creagh et al. (2023), who describe how "time poverty" undermines teacher health and engagement, underscoring the urgent need for supportive interventions.

Table 15. Challenges Met by Public Secondary School Teachers in their Professional Development along Time Management and Workload

| Indicators | | Weighted Mean | Interpretation |
|--|--|---------------|----------------|
| 1. Overburdened schedules with competing demands make it difficult for public secondary school teachers to carve out dedicated time for professional development. | | 4.16 | E |
| 2. The constant juggling between professional growth activities and daily classroom duties creates an imbalance, hindering teachers' ability to engage in both fully. | | 3.98 | E |
| 3. Heavy workloads can leave teachers feeling overwhelmed and limit their capacity to demonstrate full commitment to professional development. | | 4.20 | E |
| 4. Scheduling conflicts between professional development opportunities and existing work obligations pose a significant barrier to teacher participation. | | 4.11 | E |
| 5. The pressure to maintain a healthy work-life balance creates a struggle for teachers to prioritize professional development without sacrificing personal well-being. | | 4.21 | AE |
| Overall Weighted Mean | | 4.13 | E |
| <i>Rating Scale:</i> <i>Descriptive Interpretation:</i> 4.21-5.00 - Always Encountered (AE) 3.41-4.20 - Encountered (E) 2.61-3.40 - Somewhat Encountered (SoE) 1.81-2.60 - Seldom Encountered (SeE) 1.00-1.80 - Not at All Encountered (NAE) | | | |

Table 16 highlights key challenges faced by public secondary school teachers in Sta. Elena District regarding resources and support for professional development. The highest weighted mean is indicator 1, stating, "limited budgetary allocations for professional development restrict public secondary school teachers' access to a wider range of relevant learning opportunities" (WM = 4.26, Always Encountered). This highlights a critical challenge where financial constraints limit teachers' participation in meaningful growth activities, negatively impacting teaching quality. The implication is that addressing funding shortages through strategic resource allocation or alternative support is essential. This aligns with Popova et al. (2022), who identify insufficient funding and lack of incentives as major barriers to effective professional development, especially in low- and middle-income countries. Conversely, the lowest weighted mean is indicator 3, "a lack of dedicated support and guidance from school administration regarding professional development can leave teachers feeling isolated and unsure of how to utilize available opportunities best," and indicator 5, "the absence of recognition or incentives for participation in professional growth initiatives can demotivate teachers and decrease their overall engagement" (both WM = 4.03, Encountered). These findings reveal that limited administrative support and a lack of recognition contribute to teacher isolation and low motivation, further restricting engagement. The implication is that school heads must prioritize not only funding but also fostering a supportive environment with clear guidance and meaningful incentives. Zhang et al. (2021) support this, emphasizing that organizational factors and leadership significantly influence teachers' motivation and participation in professional learning. Overall, with a weighted mean of 4.12 (Encountered), teachers in Sta. Elena District faces significant challenges related to limited resources and insufficient support, which hinder their professional development and affect educational outcomes. The findings underscore the need for enhanced resource allocation, structured institutional support, and incentive systems to empower teachers' continuous growth. This is corroborated by Popova et al. (2022), who stress that well-designed professional development programs require adequate

funding, career incentives, and practical training to be effective.

Table 16. Challenges Met by Public Secondary School Teachers in Their Professional Development along Resources and Support

| Resources and Support | | Weighted Mean | Interpretation |
|--|--|---------------|----------------|
| 1. Limited budgetary allocations for professional development restrict public secondary school teachers' access to a wider range of relevant learning opportunities. | | 4.26 | AE |
| 2. Financial constraints, including potential costs associated with registration, travel, or materials, create barriers for teachers seeking to leverage resources for professional development. | | 4.22 | AE |
| 3. A lack of dedicated support and guidance from school administration regarding professional development can leave teachers feeling isolated and unsure of how to utilize available opportunities best. | | 4.03 | E |
| 4. Inadequate access to technology or training can hinder teachers' ability to participate in online or blended learning professional development platforms. | | 4.09 | E |
| 5. The absence of recognition or incentives for participation in professional growth initiatives can demotivate teachers and decrease their overall engagement. | | 4.03 | E |
| Overall Weighted Mean | | 4.12 | E |
| <i>Rating Scale:</i> <i>Descriptive Interpretation:</i> 4.21-5.00 - <i>Always Encountered (AE)</i> 3.41-4.20 - <i>Encountered (E)</i> 2.61-3.40 - <i>Somewhat Encountered (SoE)</i> 1.81-2.60 - <i>Seldom Encountered (SeE)</i> 1.00-1.80 - <i>Not at All Encountered (NAE)</i> | | | |

Table 17 reveals that public secondary school teachers in Sta. Elena District encounters substantial challenges related to the relevance and quality of professional development programs. The highest weighted mean (WM = 4.12) for the indicator concerning "generic and uninspiring professional development content" suggests that teachers frequently experience disengagement due to professional development sessions that fail to connect with their instructional realities or stimulate innovation. This lack of inspiration can demotivate teachers and limit the transformative potential of professional learning. Popova et al. (2022) affirm that the absence of context-specific, subject-relevant content and meaningful career incentives can significantly diminish the efficacy of professional development, leading to a disconnect between training sessions and classroom application. Therefore, school heads must take proactive measures to ensure that training content is not only pedagogically sound but also relevant, dynamic, and aligned with the ambitious vision of teaching excellence that modern education demands.

Moreover, the lowest weighted mean (WM = 4.03) for the indicator on misalignment between professional development and individual teacher needs, though still within the "Encountered" category, further emphasizes the systemic issue of one-size-fits-all approaches. When professional development is not personalized or connected to teachers' daily instructional challenges, it becomes less actionable, resulting in underutilization of newly acquired skills and a lack of progress toward school-wide goals. Smith and Gillespie (2023) emphasize the importance of job-embedded and teacher-specific professional development that resonates with educators' unique contexts. The overall mean of 4.08 reinforces the prevalence of these issues, highlighting the need for school leaders to advocate for customized, practice-oriented, and engaging training formats. Fernández-Batanero et al. (2022) further argue that integrating relevant, especially digital, competencies into these programs is essential for empowering teachers to adapt and innovate. Thus, it is imperative that school heads and policymakers re-evaluate existing frameworks and implement tailored professional development strategies that are responsive to the evolving educational landscape and the diverse needs of their teaching personnel.

Table 17. Challenges Met by Public Secondary School Teachers in Their Professional Development along Relevance and Connection to Practice

| Indicators | | Weighted Mean | Interpretation |
|--|------------------------------------|---------------|----------------|
| 1. The disconnect between professional development content and teachers' specific classroom realities hinders the effective implementation of newly learned skills and strategies. | | 4.11 | E |
| 2. The "one-size-fits-all" approach to professional development fails to cater to the diverse needs of teachers with different subject areas, grade levels, and teaching styles. | | 4.05 | E |
| 3. Generic and uninspiring professional development content can stifle teachers' aspirations for achieving an ambitious vision of teaching and learning excellence. | | 4.12 | E |
| 4. The lack of alignment between professional development programs and individual teacher needs creates a gap that hinders progress toward achieving school objectives. | | 4.03 | E |
| 5. Limited knowledge and outdated practices among mentors and facilitators can hinder their ability to effectively guide teachers in applying new learnings from professional development. | | 4.10 | E |
| Overall Weighted Mean | | 4.08 | E |
| <i>Rating Scale:</i> | <i>Descriptive Interpretation:</i> | | |
| 4.21-5.00 - | Always Encountered (AE) | | |
| 3.41-4.20 - | Encountered (E) | | |
| 2.61-3.40 - | Somewhat Encountered (SoE) | | |
| 1.81-2.60 - | Seldom Encountered (SeE) | | |
| 1.00-1.80 - | Not at All Encountered (NAE) | | |

3.7. Proposed Intervention to Enhance the Public Secondary School Teachers' Professional Development Engagement

The proposed activity, titled "Seminar-Workshop on TEACHER: Transforming Education and Advancing Career Horizons Through Engagement and Resources," addresses the lowest indicators in supervisory practices, extent of influence, and professional development engagement among public secondary school teachers in Sta. Elena District. It targets key areas of concern: teacher evaluation, feedback, professional development, time management and workload, resources and support, and relevance to practice.

To improve supervisory practices in teacher evaluation, the session "SuperVision Quest: Mastering Clarity and Consistency in Teacher Evaluation" equips school heads with strategies for clear, consistent evaluations through structured observations and transparent rubrics, fostering trust and continuous improvement. For feedback, "Feedback Forward: Cultivating Growth Through Constructive Conversations" trains school heads to deliver specific, actionable feedback that motivates teachers and supports ongoing development. To enhance collaboration, "Team Teach: Igniting Collaborative Learning and Professional Synergy" encourages teachers' participation in professional learning communities and peer mentoring, promoting teamwork and instructional improvement. Addressing workload challenges, "BALANCE: Building A Life And Nurturing Career Engagement" offers strategies for managing work-life balance and flexible professional development to reduce stress and burnout. The session "ACCES: Advancing Capacity and Collaboration for Educational Support" tackles limited resources by advocating for increased funding and partnerships to expand access to learning opportunities. Lastly, "INSPIRE: Integrating New Strategies for Professional Improvement and Relevant Education" focuses on making professional development content more relevant and engaging by aligning it with teachers' specific needs and contemporary standards.

Seminar-Workshop aims to overcome critical barriers identified in the study by enhancing supervisory practices, providing targeted support, and fostering meaningful professional development. This initiative aligns with research emphasizing the importance of tailored, collaborative, and well-supported teacher development to improve engagement, instructional quality, and teacher well-being.

4. Conclusion and Recommendations

The study concludes that school heads in Sta. Elena District demonstrates effective supervisory practices in teacher evaluation, feedback, and coaching, which positively influence teachers' professional development, though improvements are needed in clarity, constructive feedback, and personalized coaching. Their supervision strongly impacts teacher engagement, yet challenges remain in fairness, regular feedback, and tailored coaching. Teachers show high commitment to professional growth across key competencies but face difficulties in receiving mentor feedback, ethical integration, classroom management, addressing diverse learner needs, lifelong learning, and collaboration. Significant relationships exist between supervisory practices, their influence, and teachers' professional development engagement. However, teachers encounter substantial challenges related to time management, workload, limited resources, lack of support, and irrelevant professional development content, which hinder their full engagement. To address these issues, the proposed Seminar-Workshop on TEACHER offers a comprehensive, policy-aligned intervention targeting supervisory practices, workload, resources, and relevance, aiming to enhance collaboration, motivation, and continuous growth among school heads and teachers, with the potential to improve educational outcomes in the district.

Based on the findings, it is recommended that targeted training programs may be developed for school heads to improve supervisory practices in delivering constructive feedback, individualized coaching, and strengths-based supervision, supported by continuous professional development through agencies like the National Educators' Academy of the Philippines. Collaboration between district supervisors, school heads, and external organizations may focus on enhancing fair evaluations, regular feedback, and tailored coaching, while fostering a culture of communication and collaboration among teachers. Professional development programs may also address ethical teaching, classroom management, sensitivity to diverse learners, and lifelong learning, encouraging peer mentorship and shared projects. To overcome challenges related to workload, resources, and relevance, schools may explore flexible scheduling, increase funding, and provide administrative support, ensuring professional development content is customized to teachers' needs. Strengthening supervisory functions consistently may motivate teacher engagement and improve instructional quality, with regional and division offices playing a key role in capacity building. Collaboration between school heads and teachers may be vital to balance responsibilities and tailor training, maximizing the impact of supervision on professional growth. The proposed Seminar-Workshop on TEACHER may be implemented to address supervisory challenges, workload, resources, and relevance, with ongoing evaluation to ensure practical and relevant professional development. Lastly, future research may explore additional factors like school culture and socio-political contexts, and conduct comparative studies to further refine supervision and professional development strategies.

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