

Ascertaining School Heads Supervisory Strategies as Predictors of Teachers' Professional Development

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Abstract. This research examined school heads' supervisory strategies as predictors of teachers' professional development across selected public secondary schools in the Department of Education, Division of City of Bogo, specifically Libertad National High School, La Paz National High School, and Malingin National High School, during School Year 2025–2026. The study served as the basis for developing the Strategic Supervisory Trajectories for Empowered Professionalism (S-STEP) Plan. It utilized a quantitative descriptive-predictive and correlational research design and involved the total enumeration of 78 respondents, consisting of 3 school heads and 75 public school teachers. Data were collected through a researcher-constructed and expert-validated survey questionnaire and analyzed using frequency counts, percentages, weighted means, standard deviations, and Multiple Linear Regression Analysis. The findings showed that respondents were predominantly in their prime working years, female, married, highly educated, and equipped with advanced graduate units or degrees. They also demonstrated extensive professional experience and active participation in national training programs. School heads' supervisory strategies were perceived at a high level, with collaborative strategies ranking highest, followed by non-directive and directive approaches. Teachers' professional development was rated very high, particularly in pedagogical skills and career progression. Multiple linear regression analysis further revealed that school heads' supervisory strategies significantly predicted teachers' professional development, with collaborative, non-directive, and directive strategies emerging as significant predictors. These findings emphasize that intentional and differentiated instructional supervision contributes significantly to teacher excellence. Hence, the S-STEP Plan was developed as a comprehensive administrative roadmap to strengthen supervisory leadership, enhance pedagogical competence, and support teachers' career progression.

Introduction

Educational governance in the twenty-first century has experienced a fundamental paradigm shift, transitioning from rigid bureaucratic oversight to dynamic, developmental instructional leadership. In contemporary academic environments, the school head is no longer viewed merely as an administrative manager tasked with regulatory compliance. Instead, school heads function as primary instructional leaders and institutional architects whose leadership behaviors and supervisory strategies directly shape the climate of teaching and learning. The core mission of school leadership is the continuous cultivation of human capital, specifically through the deliberate, sustained professional development of teachers. Because classroom teachers represent the single most impactful school-

level determinant of student learning outcomes, the mechanisms through which school heads supervise, mentor, and evaluate educators have become a central focus of educational research and policy reform worldwide.

On a global scale, international educational organizations and researchers emphasize that high-performing school systems rely on robust, supportive, and context-responsive supervisory frameworks. Global empirical investigations highlight that traditional, inspection-oriented supervision, characterized by fault-finding, authoritarian monitoring, and unilateral directives, fails to generate meaningful teacher growth or foster instructional innovation. International educational systems have increasingly shifted toward developmental and differentiated supervisory models that balance directive, collaborative, and non-directive approaches based on individual teacher needs, competence, and professional maturity. In forward-looking global jurisdictions across North America, Europe, and parts of Asia, instructional supervision is operationalized as a reflective, peer-supported, and data-informed dialogue aimed at elevating pedagogical practices and building professional learning communities. When supervisors employ collaborative and empowering strategies, teachers demonstrate higher levels of instructional self-efficacy, stronger commitment to continuous learning, and enhanced capacity to address diverse learner needs. Conversely, when supervision remains strictly top-down and punitive, it induces professional anxiety, stifles teacher creativity, and reduces professional development to superficial compliance.

Within the national educational landscape of the Philippines, the Department of Education (DepEd) has instituted significant systemic reforms to professionalize teaching and school leadership. The enactment of institutional policies such as the Philippine Professional Standards for Teachers (PPST) under DepEd Order No. 42, s. 2017, and the Philippine Professional Standards for School Heads (PPSSH) under DepEd Order No. 24, s. 2020, establishes a clear competency framework for both educators and administrators. Under the PPSSH, school heads are explicitly mandated to foster a culture of professional excellence by focusing on teaching and learning, providing instructional technical assistance, and facilitating the professional growth of their teaching personnel. Furthermore, national education initiatives, including the MATATAG Agenda and the Excellence in Teacher Education Act, reinforce the urgent necessity of providing targeted, high-impact support to teachers to enhance basic education quality across all regions.

Despite these clear national policy mandates, substantial challenges persist across Philippine public schools regarding the operational execution of instructional supervision. In many secondary school divisions, school heads are overwhelmed by excessive administrative, financial, and logistical duties, which often relegates instructional supervision to brief, scheduled compliance checks rather than meaningful, sustained developmental mentorship. Furthermore, many school administrators struggle to match their supervisory style with the varying developmental stages of their teaching staff. While seasoned Master Teachers and proficient educators often thrive under non-directive or highly collaborative supervisory engagements, novice teachers may require structured, directive guidance to master basic pedagogical competencies. The inability of school heads to effectively calibrate collaborative, directive, and non-directive supervisory strategies creates an institutional disconnect, resulting in fragmented professional development activities that do not translate into enhanced pedagogical skill or systematic career progression.

At the local level, this institutional dynamic is vividly mirrored within the Division of City of Bogo, particularly across select public secondary institutions, including Libertad National High School in Libertad, La Paz National High School in La Paz, and Malingin National High School in Malingin. Public secondary schools in the Division of City of Bogo face multifaceted instructional demands, ranging from addressing learning recovery and literacy gaps to integrating digital instructional modalities and adapting to curriculum revisions. The secondary school teachers in these schools represent diverse demographics, varying levels of educational attainment, differing years of teaching service, and diverse career aspirations. In this local environment, the supervisory behaviors enacted by school heads serve as the immediate conduit through which division-level goals are transformed into classroom realities.

Preliminary observations and local feedback within these secondary schools in Bogo City indicate notable variations in how instructional supervision is perceived and practiced. In some instances, supervision is experienced as collaborative problem-solving through Learning Action Cells (LACs) and post-observation conferences, whereas in other instances, it is perceived as top-down, evaluative oversight that limits teacher autonomy. Consequently, there is an urgent need to empirically assess how school heads' supervisory strategies, specifically collaborative, directive, and non-directive approaches, predict teachers' professional development, particularly in terms of their pedagogical skills and career progression during the School Year 2025–2026.

The relevance of this study is grounded in its potential to provide empirical clarity to an operational challenge in public school management. While extensive literature examines general leadership styles, there is a critical empirical gap regarding the predictive capacity of specific supervisory strategy typologies on multidimensional teacher professional development within rural and component city school divisions in the Philippines. By investigating the perceptions of both school heads and teachers across Libertad National High School, La Paz National High School, and Malingin National High School, this study establishes a comprehensive, bidirectional assessment of supervisory dynamics.

Ultimately, this study transcends mere diagnostic assessment by aiming to generate a concrete, actionable institutional output: the Strategic Supervisory Trajectories for Empowered Professionalism (S-STEP) Plan. The S-STEP Plan is designed to serve as a sustainable, evidence-based roadmap that equips school heads with strategic, differentiated supervisory competencies while providing teachers with structured pathways for pedagogical mastery and career advancement. It is within this scholarly and practical framework that the present investigation is undertaken.

Methodology

Design

This study utilized a descriptive-predictive and correlational quantitative research design. The descriptive component of the design was employed to accurately ascertain and profile the demographic and professional characteristics of the respondent-groups, as well as to determine the prevailing levels of school heads' supervisory strategies, categorized into collaborative, directive, and non-directive approaches and the perceived levels of teachers' professional development in terms of pedagogical skills and career progression. Descriptive research does not merely compile numerical data; rather, it provided a comprehensive, systematic snapshot of existing educational conditions, administrative practices, and professional competencies as they naturally occur in the field without manipulation by the researcher (Glass & Hopkins, 2020).

Complementing the descriptive aspect, the predictive and correlational component of the research design was utilized to examine the functional relationship between the independent variable and the dependent variable. Correlational and predictive designs are essential in educational administration because they determine whether a set of predictor variables, in this case, the collaborative, directive, and non-directive supervisory strategies enacted by school heads, can reliably forecast criterion outcomes, specifically teachers' pedagogical skills and career progression (Field, 2018).

Environment

This study was strictly situated within the Department of Education (DepEd) Division of City of Bogo, focusing specifically on three public national high schools: Libertad National High School, La Paz National High School, and Malingin National High School, all operating within Bogo City, Cebu, Philippines, during the School Year 2025–2026.

The Division of City of Bogo functions as a dynamic and progressive education governance unit in the northern part of Cebu Province, committed to delivering quality, accessible, and context-responsive basic education to diverse student populations. As a component city division, the Division of City of Bogo addresses multifaceted administrative and instructional challenges, ranging from managing resource allocations and infrastructure adjustments to implementing national curriculum reforms and learning recovery initiatives (DepEd Division of Bogo City, 2024).

Within this division, public secondary schools operated under the direct supervision of school heads whose administrative and instructional leadership behaviors served as the vital link between division-wide educational policies and classroom-level pedagogical execution (Leithwood, 2021). The unique socio-cultural and geographical milieu of Bogo City provides an ideal setting for examining how supervisory strategies, such as collaborative, directive, and non-directive approaches, operate within public educational institutions that strive for academic excellence amidst resource and community constraints.

The first specific research environment is Libertad National High School, situated in the barangay of Libertad, Bogo City, Cebu. Libertad National High School serves a distinct community cohort characterized by a blend of urban-peripheral and rural socio-economic dynamics.

The second designated research environment is La Paz National High School, located in the rural-agricultural and coastal-adjacent barangay of La Paz, Bogo City, Cebu. La Paz National High School encounters unique institutional challenges typical of developing secondary schools in component cities, including managing multi-grade or large class sizes, addressing foundational literacy and numeracy gaps, and optimizing instructional resources. The instructional leadership environment in La Paz requires school heads to deploy adaptable supervisory interventions, balancing directive guidance for instructional compliance with collaborative and empowering coaching to sustain teacher morale and professional growth. Examining La Paz National High School provides vital empirical insights into how contextual school environments moderate the effectiveness of supervisory strategies on teachers' pedagogical skills and career progression paths.

The third research environment is Malingin National High School, positioned in the inland agricultural barangay of Malingin, Bogo City, Cebu. Malingin National High School represents a community-centric secondary institution where the school serves as a primary hub for intellectual and social development. The administrative environment in Malingin places

a strong emphasis on localized instructional problem-solving, teacher autonomy, and community partnerships, often operationalized through active Learning Action Cells and school-based management initiatives. Within this environment, school heads frequently utilize non-directive and collaborative supervisory approaches to empower experienced teachers while providing targeted scaffolding for developing educators.

Together, these three research environments, Libertad National High School, La Paz National High School, and Malingin National High School, form a comprehensive, representative sample of public secondary education within the Division of City of Bogo. By grounding the investigation within these specific locales during the School Year 2025–2026, the study ensures that its empirical findings regarding school heads' supervisory strategies and teachers' professional development are deeply rooted in actual institutional experiences. This localized grounding guarantees that the resulting Strategic Supervisory Trajectories for Empowered Professionalism (S-STEP) Plan is not merely a theoretical construct, but a highly practical, contextually validated roadmap capable of driving administrative excellence and teacher empowerment across public secondary schools.

Respondents

The selection and characterization of research respondents constituted a critical methodological pillar in empirical investigations within educational administration. In quantitative research, respondents served as the primary source of empirical data, providing the direct perceptions, experiences, and evaluations necessary to measure study variables accurately (Creswell & Creswell, 2018; Fraenkel et al., 2019).

This study utilized a targeted enumeration and systematic sampling design to determine the respondent-groups across select public secondary schools under the Department of Education (DepEd), Division of City of Bogo, specifically Libertad National High School, La Paz National High School, and Malingin National High School, during the School Year 2025–2026. The total population and sample size comprise 78 respondents, strategically categorized into two distinct groups: school heads and public school teachers. This dual-respondent configuration was methodologically robust because it bridged administrative self-assessments with teacher-perceived realities, thereby eliminating single-source bias and strengthening the empirical validity of the predictive evaluations (Podsakoff et al., 2012; Bryman, 2016).

The first respondent-group consists of 3 school heads, representing one principal or school head from each of the three participating secondary institutions. School heads occupy the topmost administrative and instructional leadership tier at the school level, holding direct responsibility for implementing supervisory strategies, monitoring classroom instruction, evaluating teacher performance, and fostering a supportive organizational climate (Hallinger, 2021; DepEd Order No. 24, s. 2020). Their inclusion as respondents is vital for assessing leadership intentions and administrative orientations across collaborative, directive, and non-directive dimensions.

The second and larger respondent-group comprises 75 public school teachers, evenly distributed with 25 teachers from each of the three participating schools: Libertad National High School, La Paz National High School, and Malingin National High School. These teachers serve at the frontlines of curriculum delivery and student engagement. Their perceptions as direct recipients of instructional supervision provide indispensable empirical data regarding the actual execution, frequency, and efficacy of school heads' supervisory strategies, as well as the corresponding levels of teachers' pedagogical skills and career progression (Darling-Hammond, 2020; DepEd Order No. 42, s. 2017).

The systematic distribution of these respondents across the designated research sites ensures a representative, balanced evaluation that accurately reflects the operational realities of public secondary education in the Division of City of Bogo. The gathered empirical data from these 78 respondents provide the statistical foundation required to determine whether supervisory strategies significantly predict teacher professional development and subsequently inform the articulation of the Strategic Supervisory Trajectories for Empowered Professionalism (S-STEP) Plan.

Presented below is the distribution of the research participants across the identified study sites. This table outlines the composition of the respondent groups, ensuring a balanced representation from the three selected public secondary schools in the Division of City of Bogo.

Research Sites (Schools)	School Heads	Public School Teachers	Total Respondents Per Site	Percentage Distribution
Libertad National High School	1	25	26	33.33%
La Paz National High School	1	25	26	33.33%
Malingin National High School	1	25	26	33.34%
Total	3	75	78	100%

Table 1: Distribution of Respondents

As shown in Table 1, the study utilized a total enumeration of 78 respondents, partitioned equally across the three research environments. Each of the three participating institutions, Libertad National High School, La Paz National High School, and Malingin National High School, contributed one school head, serving as the primary administrator and instructional supervisor. Furthermore, each school contributes a contingent of 25 public school teachers, totaling 75 teacher-respondents. This structured allocation results in 26 total participants per school, with an equitable percentage distribution of approximately 33.33% per research site. This balanced sampling design minimizes institutional bias and ensures that the empirical data collected sufficiently represent the instructional leadership and professional development dynamics across the Division of City of Bogo.

Research Instrument.

The collection of empirical data for this study utilized a modified- adapted, survey questionnaire divided into distinct parts corresponding to the study variables (Creswell & Creswell, 2018; Fink, 2020). Part I captured the demographic and professional profile of the respondents. Part II measures the school heads' supervisory strategies across collaborative, directive, and non-directive dimensions (Glickman et al., 2018; DepEd Order No. 24, s. 2020). Part III evaluated teachers' professional development in terms of pedagogical skills and career progression (Darling-Hammond, 2020; DepEd Order No. 42, s. 2017). To ensure validity and reliability, the instrument undergoes expert validation and internal consistency testing using Cronbach's alpha, requiring a minimum threshold coefficient of 0.70 (Taber, 2018; Hair et al., 2019).

Data Collection Procedure

Data collection adhered to a strict, ethical, and systematic three-phase protocol (Mertens, 2019; Bryman, 2016). The pre-implementation phase involved securing formal endorsement from the Office of the Schools Division Superintendent of the Department of Education, Division of City of Bogo, followed by administrative coordination with the school heads of Libertad National High School, La Paz National High School, and Malingin National High School, alongside securing informed consent from all participants (Creswell, 2021). The implementation phase entailed the distribution and retrieval of survey questionnaires across the 3 school heads and 75 public school teachers during the School Year 2025–2026. The post-implementation phase covered data collating, cleaning, coding, and preparation for statistical computation.

Data Analysis

The data collected from the 78 respondents were organized, tabulated, and analyzed using appropriate descriptive and inferential statistical techniques. Frequency counts and percentages were utilized to describe the respondents' demographic and professional characteristics, including age, sex, civil status, educational attainment, length of service, and participation in national training programs. The results indicated that the respondents were generally in their prime working years, predominantly female and married, highly educated, experienced, and actively engaged in professional training.

Weighted means and standard deviations were used to determine the perceived level of school heads' supervisory strategies and teachers' professional development. Findings revealed that the overall supervisory strategies of school heads were rated high, with collaborative strategies obtaining the highest rating, followed by non-directive and directive strategies. Teachers' professional development was assessed as very high, particularly in the areas of pedagogical skills and career progression.

Multiple Linear Regression Analysis was employed to determine whether the supervisory strategies significantly predicted teachers' professional development. The findings demonstrated that collaborative, non-directive, and directive supervisory strategies were significant predictors of teachers' professional development. This indicates that effective and differentiated supervisory practices contribute substantially to teachers' professional growth. Consequently, the results provided an

empirical basis for developing the Strategic Supervisory Trajectories for Empowered Professionalism (S-STEP) Plan, which aims to strengthen supervisory leadership, enhance pedagogical competence, and promote teachers' career advancement.

Results and Discussion

Results

The culmination of an empirical research endeavor requires a systematic synthesis of its discoveries, the formulation of logical deductions, and the proposition of actionable interventions designed to address identified institutional gaps.

This Chapter provides a comprehensive overview of the research journey undertaken to ascertain school heads supervisory strategies as predictors of teachers' professional development within the Department of Education, Division of City of Bogo, during the School Year 2025–2026. Specifically focused on Libertad National High School, La Paz National High School, and Malingin National High School, this chapter brings together the empirical evidence gathered from the 78 respondents, comprising 3 school heads and 75 public school teachers.

Through structured descriptive profiling, perceptual evaluation, and multiple linear regression analysis, this chapter encapsulates the statistical realities of instructional supervision and professional growth. By synthesizing these findings into definitive conclusions and translating them into targeted recommendations, this chapter paves the way for the institutionalization of the Strategic Supervisory Trajectories for Empowered Professionalism (S-STEP) Plan, ensuring that administrative leadership directly drives teacher excellence and systemic educational reform (Creswell & Creswell, 2018; Hallinger, 2021).

Discussion

The study demonstrates that school heads' supervisory strategies play a significant role in strengthening teachers' professional development in selected public secondary schools in the Division of City of Bogo. The high level of supervisory practices, particularly the use of collaborative strategies, indicates that teachers benefit from supportive, participatory, and developmental approaches to supervision. The very high level of teachers' professional development, especially in pedagogical skills and career progression, further suggests that teachers are actively engaged in improving their professional competencies. The significant predictive effect of collaborative, non-directive, and directive strategies confirms that effective instructional supervision contributes to teachers' continuous growth and career advancement.

These findings emphasize the importance of school heads adapting supervisory approaches according to teachers' needs, experiences, and professional goals. Thus, the development of the Strategic Supervisory Trajectories for Empowered Professionalism (S-STEP) Plan is timely and relevant. It provides a structured approach for enhancing supervisory leadership, strengthening pedagogical practices, and sustaining teachers' professional development.

Conclusion and Recommendations

Grounded in the empirical findings derived from the quantitative data gathered across Libertad National High School, La Paz National High School, and Malingin National High School in the Department of Education, Division of City of Bogo, during the School Year 2025–2026, the following definitive conclusions are formulated. The teaching and administrative personnel comprising the 78 respondents possess a high degree of demographic maturity, personal stability, academic excellence, extensive professional tenure, and continuous training engagement, establishing an ideal human resource foundation capable of responding dynamically to advanced instructional supervision and driving institutional growth within public secondary education.

School heads within the Division of City of Bogo demonstrate exceptional adaptive leadership by successfully balancing collaborative problem-solving, empowering non-directive coaching, and structured directive guidance, ensuring that administrators effectively cater to the diverse developmental needs, professional maturity levels, and pedagogical contexts of their teaching staff. Public school teachers exhibit exemplary levels of professional development, characterized by superior mastery of pedagogical skills and proactive engagement in systematic career progression, thereby validating the efficacy of existing school-based learning mechanisms such as Learning Action Cells and confirming full alignment with the rigorous benchmarks established in the Philippine Professional Standards for Teachers.

Furthermore, the supervisory strategies enacted by school heads serve as powerful, statistically proven predictors of teachers' professional development, wherein collaborative and non-directive approaches exert dominant influence while

directive strategies provide essential foundational structure, confirming that intentional, differentiated instructional supervision is an indispensable driver of teacher quality, instructional efficacy, and career advancement.

Finally, to translate these empirical confirmations into concrete institutional reform, the articulation, adoption, and implementation of the Strategic Supervisory Trajectories for Empowered Professionalism (S-STEP) Plan is fully justified, serving as a comprehensive, evidence-based administrative blueprint that equips school heads with advanced supervisory competencies while providing teachers with structured, progressive pathways for pedagogical mastery and career empowerment across public secondary schools in the Division of City of Bogo.

Recommendations

In light of the findings and conclusions derived from the study, the following recommendations are hereby proposed for implementation:

For Department of Education Division Officials and Policy Makers: Division superintendents, curriculum implementation division chiefs, and education program supervisors are strongly encouraged to utilize the empirical findings of this study and institutionalize the S-STEP Plan as a foundational framework for designing division-wide leadership training programs. Policy guidelines should be formulated to institutionalize differentiated supervisory training for school heads, ensuring they are equipped with advanced coaching, collaborative problem-solving, and mentoring competencies aligned with DepEd Order No. 24, s. 2020 (DepEd Division of Bogo City, 2024).

For School Heads and Principals: Administrators heading Libertad National High School, La Paz National High School, Malingin National High School, and secondary institutions division-wide should institutionalize regular, structured supervisory audits and reflection sessions. School heads must consciously calibrate their supervisory behaviors, maximizing collaborative dialogues and non-directive coaching for proficient and master teachers while maintaining structured directive support for beginning educators, to optimize teacher self-efficacy and instructional effectiveness (Leithwood, 2021).

For Public School Teachers: Teachers should actively leverage the supportive supervisory structures provided by their school heads by participating actively in collaborative Learning Action Cells (LACs), engaging in reflective peer mentoring, and utilizing feedback mechanisms to refine their pedagogical skills. Educators should proactively align their professional growth portfolios with the progressive career stages of the Philippine Professional Standards for Teachers to accelerate their career progression (DepEd Order No. 42, s. 2017).

For Future Researchers and Academic Scholars: Subsequent researchers are encouraged to utilize this study as a foundational reference and comparative baseline. Future investigations should expand the scope of this research by incorporating larger regional samples, exploring additional organizational variables such as school climate and organizational citizenship behavior, or conducting longitudinal evaluations to measure the long-term institutional impact of the S-STEP Plan on student learning outcomes (Creswell & Creswell, 2018).

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Competing Interests Statement

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this article.

Data Availability Statement

Data sharing is not applicable to this article as no new data were created or analyzed in this study; all data used were obtained from previously published sources as cited in the reference list.

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Appendices

No appendices are attached to this study.