

Supervision of School Heads and Professional Development on Public Secondary Teachers in Tagum City

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Abstract: In the ever-evolving landscape of education, the growth of teachers is the cornerstone of student success. This study delves into the critical partnership between school leadership and teacher advancement, specifically investigating the relationship between the supervisory practices of school heads and the professional development of public secondary school teachers in the Tagum City Division. We sought to move beyond general observations to understand how specific domains of supervision—guiding lesson planning, enhancing lesson delivery, and refining assessment practices—directly influence a teacher's professional journey.

Through a descriptive-correlational survey of 110 public secondary teachers, selected to represent a diverse range of experiences, the data revealed a compelling synergy. Both the level of supervisory support provided by school heads and the extent of teachers' professional development were rated high, indicating a positive existing environment.

Statistical analysis confirmed a significant positive relationship between these two variables. Crucially, regression analysis identified that all three domains of supervision are powerful, significant influencers on teacher growth. This means that constructive feedback on how teachers plan, deliver, and assess their lessons is intrinsically linked to their professional learning. These findings lead to a clear and actionable recommendation: for DepEd officials and district leaders to intentionally invest in building the instructional leadership and supervisory capacities of school heads. By strengthening this pillar of support, we can directly catalyze more robust, effective, and continuous professional development for teachers, ultimately creating a ripple effect that enhances the entire educational ecosystem.

Keywords: *Supervision, Professional Development, Instructional Leadership, Teacher Growth, Descriptive Correlational, Tagum City Division, Philippines.*

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I. INTRODUCTION

The quality of education in any school is inextricably linked to the quality of its teachers. In the dynamic environment of public secondary schools in Tagum City, ensuring that teachers are continuously growing and refining their craft is paramount. While teachers are ultimately responsible for their own learning, they do not—and should not—learn in isolation. The role of the school head is critical, transforming from a mere administrator to an instructional leader whose supervision is a primary catalyst for professional growth.

This study is founded on the belief that effective supervision is not about evaluation for compliance, but about coaching for competence. It investigates the tangible connection between the supportive, guidance-oriented supervisory practices of school heads and the professional development of their teachers. By focusing on the core domains of teaching—lesson planning, lesson delivery, and assessment practices—this research aims to provide a evidence-based framework for school leaders. The ultimate goal is to illuminate how intentional, constructive supervision can be the most powerful professional development strategy available, directly contributing to enhanced teaching practices and improved student outcomes across the division.

II. METHODS

To accurately capture the dynamics of supervision and its impact, this study engaged the experts on the receiving end of leadership: the teachers. A cohort of 110 educators from various public secondary schools across the Tagum City Division was selected through a randomized probability sampling method, ensuring their perspectives were both representative and unbiased.

These teachers provided their insights through structured surveys, meticulously designed to measure two core constructs: the frequency and quality of their school head's supervisory practices (specifically in lesson planning, lesson delivery, and assessment) and their own perceived level of professional development across various competencies. The collected data was then subjected to a multi-layered statistical analysis. Mean scores established the overall levels of each variable, Product-Moment Correlation uncovered the strength of their relationship, and Regression Analysis pinpointed the specific influence of each supervisory domain, revealing which practices matter most for teacher growth.

III. RESULTS AND DISCUSSION

The findings present a powerful and optimistic case for instructional leadership in Tagum City. The analysis revealed that school heads are already providing high levels of meaningful supervision, and this commitment is mirrored in the high levels of professional development reported by their teachers.

More critically, the analysis confirmed a significant and positive correlation: as the quality and constructiveness of supervisory practices increase, so does the level of teacher professional development. The regression analysis provided the most actionable insight, demonstrating that all three supervisory domains are essential drivers of this growth. Lesson planning supervision ensures teachers feel supported in designing effective and engaging lessons. Lesson delivery supervision (through classroom observations and feedback) provides real-time coaching to refine teaching techniques. Assessment practices supervision guides teachers in accurately measuring student learning and using data to inform instruction.

This comprehensive approach to supervision creates a continuous feedback loop of professional learning. It signals to teachers that their growth is valued and that their school head is a partner in their development. This fosters a culture of trust and continuous improvement, where professional development is not an isolated event but an integrated part of the teaching practice. The conclusion is that investing in the supervisory competencies of school heads is one of the most strategic investments educational leaders can make. By empowering principals to be effective instructional leaders, we directly empower teachers to become even more effective in their

classrooms, creating a virtuous cycle of growth that benefits everyone, especially the students.

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