

Impact of Secondary School Principals' Supervisory Practices on Teachers' Morale and Behavior: Basis for a Proposed Intervention Program

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Abstract. This study investigates the supervisory practices of secondary school principals in Lanao del Sur 1 and Marawi City divisions and their impact on teachers' morale and behavior. The research aimed to assess principals' effectiveness in fostering teacher-community relations, improving teaching and learning, and evaluating teacher performance. Additionally, it examined teachers' morale in areas such as job satisfaction, rapport with principals, and workload, alongside their professional behavior and classroom practices. A descriptive-correlational research design was employed, with data gathered from 285 teachers via a modified checklist questionnaire. Descriptive statistics were used to analyze the data, including frequency counts, percentages, and weighted means. At the same time, Pearson's Product Moment Correlation was applied to test the relationships between supervisory practices, teachers' morale, and behavior. The findings revealed that principals' supervisory practices were "often practiced" in all areas, with mean ratings of 3.98 for improving relations and teaching and 3.81 for evaluating teacher performance. Teachers reported high morale, particularly in job satisfaction (mean = 3.58) and professional rapport (mean = 3.23-3.58), though salary and workload scored lower (mean = 2.54-2.63). Teachers' behavior, including classroom preparation and professional growth, was rated as "always practiced" (mean = 4.42-4.47). Significant positive correlations were found between supervisory practices and both teachers' morale ($r = 0.67$, $p < 0.05$) and behavior ($r = 0.63$, $p < 0.05$). The study recommends enhancing supervisory practices, supporting professional development, and improving teacher well-being to foster a positive school environment. Further research is suggested to explore broader contexts and additional variables.

Keywords: Supervisory practices; Secondary school principals; Teachers' morale; Teachers' behavior; Teachers' satisfaction; Professional growth; Correlational analysis; Teacher performance.

1.0 Introduction

The supervisory practices of school administrators are an essential tool for improving instruction, yet they often receive less attention than teachers' classroom practices. This is because it is believed that the influence of school administrators on student achievement is indirect, "operating through others who have a more direct and extensive influence on students" (Place, 2011), whereas "others" refers to teachers. Waters and Kingston (2005) noted that "principal leadership is positively correlated with student achievement," a view supported by Stronge (2010), who emphasized that the role of school administrators, including their supervisory practices, is undeniably a key factor in improving educational outcomes.

As Place (2011) argues in **Principals Who Dare to Care**, just as plants and animals require proper care and feeding, students and teachers need support and encouragement. He stresses that the most critical aspect of principalship is caring for the people they work with and fostering an environment of mutual care and respect. In this context, supervisory practices should be prominent. For instance, in American schools, classroom walk-throughs are now recognized as an effective tool for improving teaching and learning (Kachur et al., 2010). This practice is familiar to teachers in the Philippines, where it is known as 'visitation' or 'observation.'

No organization can rise above the quality of its workforce, and school leaders play a crucial role in ensuring quality educational services. Numerous studies of high-performing corporations reveal that human resources are at the forefront of organizational success (Dressler, 2000). Given that people are the most crucial aspect of school systems, a more critical look at the supervisory practices of school administrators is essential. In the municipalities of Lanao del Sur and Marawi City Divisions, where public secondary schools are located, the supervisory practices of school administrators are often found lacking. Angin's (2015) study recommended that school administrators improve their management practices, particularly in using instructional materials, as this has led to low teacher satisfaction regarding school leadership. Similarly, Mutin (2014) reported that teachers and school administrators in these regions have shown moderate adaptation to the changes demanded by the K+12 program. These findings underscore the need for further investigation into the supervisory practices of school administrators in Lanao del Sur and Marawi City, particularly as these practices affect teachers' morale, behavior, and performance. Poor supervisory practices can have serious consequences for teachers' motivation and instructional quality, which, in turn, negatively impact student achievement. If left unaddressed, this situation could become a significant barrier to achieving quality education.

However, there remains a notable gap in recent studies explicitly addressing the supervisory practices of school administrators in these regions. While existing research has shed light on general trends in school leadership, there is a lack of in-depth, localized studies focusing on the unique socio-cultural and educational contexts of Marawi City and Lanao del Sur. These areas have distinct challenges that may not be adequately addressed by broader studies, making it critical to understand the specific supervisory needs of these regions. This gap in the literature highlights the necessity for this study, which aims to investigate the supervisory practices of secondary school principals in Lanao del Sur and Marawi City and their impact on teachers' morale and behavior. By focusing on this under-researched area, the study seeks to provide valuable insights that can guide improvements in supervisory practices, ultimately benefiting teacher performance and student learning outcomes in these communities.

Research by Maulana and Azkiya (2003), citing De Grauwe (2001), asserts that improving school quality and student achievement should be the top priority for all nations, especially those classified as "developing." Learning outcomes are heavily influenced by the quality of education provided, and as Barro (2006) states, better education contributes to national development and economic progress. Given that teachers are one of the most critical inputs in the education system, the quality of education depends significantly on how teachers are trained and managed. De Grauwe (2001) further emphasizes that national authorities rely on the school supervision system to monitor student achievement and other vital school quality indicators. As defined by Oransaju (1983), supervision involves motivating, inspiring, and guiding groups to collaborate effectively in achieving the institution's goals. The core of supervision is monitoring staff performance, identifying strengths and weaknesses, and implementing cooperative strategies to address deficiencies while enhancing strengths.

Section 17 of the Education Act of 1982 (Batas Pambansa Blg. 232) mandates the duties and obligations of school officials, teachers, and other personnel in ensuring quality education (Baccarat, 2004). Effective supervision practices are crucial for fostering the successful implementation of educational policies and improving school performance. Medina (2006) argues that supervising human resources, unlike other organizational components, is one of administrators' most challenging tasks. The success of any school in achieving its goals depends mainly on its leaders, who perform critical supervisory functions. Recognizing the importance of supervision in the educational system, this study seeks to clarify the supervisory practices of school principals and their influence on teachers' morale and behavior. By understanding how principals' supervisory practices affect teachers' morale and behavior, this study aims to identify ways to improve the overall quality of teaching and learning and, ultimately, student outcomes in the Lanao del Sur and Marawi City Divisions. Specifically, this research addresses

the gap in recent studies focusing on the supervisory practices of school administrators in these regions, providing the rationale for investigating how these practices influence teacher motivation and performance.

2.0 Methodology

2.1 Research Design

The study used a descriptive-correlational research design to explore the relationship between secondary school principals' supervisory practices (independent variable) and teachers' morale and behavior (dependent variables). The choice of variables was based on the well-established role of principals in shaping the school environment, with supervisory practices influencing teacher motivation and professional behavior. Descriptive statistics, including frequency counts and percentages, were used to profile respondents, while weighted means assessed the intensity of principals' practices and teachers' morale and behavior. Pearson's r was applied to examine the relationship between these variables. The reliability of the instruments was ensured through pre-testing and consistency checks. At the same time, validity was established through expert review and alignment with established constructs in educational leadership and teacher motivation. This design effectively addresses the research objectives and provides a solid foundation for drawing meaningful conclusions.

2.2 Research Locale

This study was conducted in the Marawi City and Lanao del Sur I divisions during School Year 2014-2015. Marawi City, known as the Islamic City of Marawi, is the capital of Lanao del Sur and a critical regional socio-political and educational center. Located on the shores of Lake Lanao, it is home to Mindanao State University and 152 public and private schools. Lanao del Sur, a province with 39 municipalities, has a predominantly agricultural economy and is rich in cultural heritage. The study area covered various districts in both highland and lowland regions, including numerous national high schools managed by principals in both divisions.

2.3 Research Participants

The study's respondents comprised 285 teachers from the selected secondary schools in Marawi City and Lanao Sur I divisions. Forty-four (44) of the teacher respondents were from Marawi City Division, and two hundred and forty-one (241) were from the selected secondary high schools in Lanao del Sur-1 who were officially employed during the school year 2014-2015 when the study was conducted.

2.4 Research Instrument

The researcher used two instruments for this study. The first was a self-structured, non-standardized questionnaire to gather the teachers' demographic profiles. The second was a standardized, modified checklist based on Cabural's (2005) study, designed to assess principals' supervisory practices about teachers' morale and behavior. The supervisory practices questionnaire had 30 items divided into three areas: improving teacher relations, improving teaching and learning, and evaluating teacher performance. Teachers' morale was assessed with 50 items, while behavior was measured with 20 items across classroom preparation and professional growth. The questionnaire was the primary data collection tool, pre-tested on 50 teachers from Lanao del Sur II Division to ensure validity. The results were analyzed to refine the instrument, which was deemed highly acceptable and ready for field use.

2.5 Data Gathering Procedure

A systematic procedure was developed to administer the questionnaire efficiently. A permit was obtained from the School Division Superintendents of Lanao del Sur I and Marawi City. The questionnaire and a confidentiality assurance letter were distributed to schools after approval. The researcher, with the help of assistants, personally administered the questionnaires. The first questionnaire collected data on respondents' demographic profiles and analyzed them using simple frequency counts and percentages. The second questionnaire gathered information on principals' supervisory practices, teachers' morale, and behavior, with the results used for correlation analysis. Respondents were randomly selected and gathered in a distraction-free location. They were reminded to follow instructions carefully, with no time restrictions imposed to ensure thoughtful responses. The questionnaires were collected immediately after completion.

2.6 Ethical Considerations

This research study adhered to strict ethical guidelines. Participation was voluntary, and respondents were informed of their right to withdraw from the study at any time, especially if they felt uncomfortable. Every effort was made to protect participants from physical, social, and psychological damage, ensuring that risks were minimized to the greatest extent possible. The dignity, well-being, and autonomy of the secondary teachers who participated were consistently upheld. Confidentiality of all research data was maintained throughout the study, safeguarding the privacy and rights of respondents and ensuring academic and scientific integrity. Additionally, proper practices were employed to guarantee transparency and accuracy in communicating results, providing the research was free from plagiarism or misconduct.

3.0 Results and Discussion

3.1 Profile of the Teacher Respondents

Table 1 shows the number of National Secondary Schools of Lanao del Sur and Marawi City Divisions, which, added up, is 988.

Table 1. *Distribution of the respondents by division*

Division	Population	Sample
Lanao del Sur- I	834	241
Marawi City	154	44
Total	988	285

This population is too large and unwieldy for the researcher to cover in her study, and the cost entailed exorbitant, so simple random sampling was used with the help of Sloven's formula, as shown below.

$$S = \frac{N}{1 + N(0.05)^2} = \frac{988}{1 + 988 (0.0025)} = \frac{988}{3.47} \quad S = 284.73 \text{ or } 285$$

As computed, the representative sample of the whole population was 285.

Table 2 shows the age distribution of the respondents. Among them, 1.40% were aged 60-65, 2.46% were 56-59, and 7.02% fell within the 51-55 age bracket. The largest age groups were those between 46-50 years old (22.46%), followed by those aged 26-30 (20%), 31-35 (18.25%), and 36-40 (14.74%). The most represented group, teachers aged 46-50, suggests a concentration of respondents in their middle adulthood.

Table 2. *Frequency and percentage distribution of the respondents by age*

Age	Frequency	Percentage
60-65	4	1.40
56-59	7	2.46
51-55	20	7.02
46-50	64	22.4
41-45	28	9.82
36-40	42	14.7
31-35	52	18.2
26-30	57	20.0
20-25	11	3.86

According to Erikson's Life-Span Development Theory, individuals in this stage are characterized by the psychosocial task of generativity, which involves contributing positively to future generations. Teachers in this age range are at the peak of their careers, with well-defined goals and a strong sense of responsibility. Their focus on passing on knowledge aligns with House's Path-Goal Theory, which posits that individuals who set clear, generative goals tend to be more motivated in their professional roles. This result implies that more experienced, mature teachers may have a significant advantage in effectiveness due to the wealth of teaching experience and personal development they have gained over the years. Bandura's concept of self-efficacy, the belief in one's ability to succeed in specific situations, supports this notion. These experienced teachers are likely to have developed a strong sense of self-efficacy, which serves as intrinsic motivation, helping to keep their morale high. As further supported by Arellano (as cited by Mangca, 2009), high teacher morale directly impacts productivity and effectiveness in the classroom. Teachers who maintain high morale are likelier to inspire students and foster a better learning environment. Conversely, low morale can diminish a teacher's potential and the overall efficiency

of the school. Additionally, research mentioned by Ampog (2009) suggests that age plays a crucial role in personal maturity and career performance. Mature individuals, especially teachers, have a heightened sense of responsibility, directly influencing their readiness and effectiveness in their professional roles. This underscores the importance of age and experience in shaping the career success of educators.

Table 3 shows that 7.02% of the respondents are male, while 93.98% are female, indicating a significant numerical dominance of women in teaching. This trend aligns with broader demographic shifts in recent decades, where more women have pursued education and careers.

Table 3. *Frequency and percentage distribution of the respondents by sex*

Gender	Frequency	Percentage
Male	20	7.02
Female	265	93.9

Numerous studies confirm this pattern, including Naga (2013) and Lucman (2014), which reveal a growing preference among women for teaching jobs, often attributed to their nurturing nature and societal roles. The dominance of female educators has been consistently observed in both the Philippines and other countries, such as Australia, where female teachers outnumber their male counterparts by a ratio of 2:1 or more in younger age groups (Mackenzie, 2007, as cited by Mangca, 2000). In the Philippines, studies by the Department of Education also report higher numbers of female teachers, administrators, and students, especially in public high schools. This trend is often explained by gender-related factors that influence career choice, with teaching considered a prestigious and respected profession in Meranaw society. Additionally, gender studies like Gilligan's (1982, 1997) work emphasize that women are drawn to careers in nurturing roles due to their "care perspective" — a focus on relationships and compassion, which are valuable in teaching and nursing. Further supporting this pattern, Mangotara (2013) found that most school administrators in Lanao del Sur were female, reflecting women's continued dominance in the region's educational field. This gendered trend in teaching highlights how traditionally "feminine" values, such as care and connectedness, influence women's choice of career paths.

Table 4 reveals that 16.49% of respondents are single, while 76.14% are married, indicating that most secondary teachers in Lanao del Sur are married. A small minority are widowed (2.46%), separated (4.56%), or widowers (0.35%).

Table 4. *Frequency and percentage distribution of the respondents' civil status*

Civil Status	Frequency	Percentage
Single	47	16.4
Married	217	76.1
Widower	1	0.35
Widow	7	2.46
Separated	13	4.56

This aligns with Bacarat's (2004) study, where most teachers were married. Since many respondents are in middle adulthood, they are of typical "marriageable" age. According to Hung (1994), married teachers often possess higher self-concepts in pedagogy and personality. H. Ali's (2010) study also shows that most respondents (84.69%) were married, similar to Macatanong's (2010) findings on political leaders in Lanao del Sur. Likewise, Mangotara (2013) noted that 81% of school principals were married, suggesting that marital stability enhances their sense of responsibility in leadership roles. Married teachers are seen as having an advantage over their single peers, drawing from life experiences to enrich their teaching. They are also believed to manage children better, as they have developed coping mechanisms through raising their own, strengthening their self-efficacy and confidence in handling classroom challenges (Bandura, 1997).

As shown in Table 5, the frequency and percentage distribution of the 285 respondents are as follows: Ph.D. holders, 0; MA with Ph.D. units, 5 (1.75%); MA/MS degree, 6 (2.11%); AB/BS with MA units, 89 (31.23%); BSE/BEED, 149 (52.28%); AB/BS with education units, 33 (11.58%); and Islamic studies with education units, 3 (1.05%). Most (52.28%) of teachers in Lanao del Sur hold a Bachelor of Science in Education or Bachelor of Elementary Education, followed by 31.23% who have earned some MA units. Only 2.11% have completed their master's studies, and none hold a Ph.D.

This result highlights sluggish growth in educational attainment, echoing Guro's (2016) findings with teachers in Marantao. Continuing education is a shared responsibility of institutions and individuals, crucial for adapting to rapid educational changes. Teacher education is a lifelong process involving refining subject knowledge, teaching skills, and adaptability (Hedge & Whitney, 1996). The importance of the attitudinal dimension in teacher education is also noted, emphasizing that effective teaching requires both content mastery and the development of pedagogical content knowledge (PCK) (Shulman, 1987).

Table 5. *Frequency and percentage distribution of the respondents by highest educational attainment*

Educational Level	Frequency	Percentage
Ph.D. Degree	0	0.00
MA with Ph.D. Units	5	1.75
MA/MS Degree	6	2.11
BS with MA Units	89	31.2
BSE/BEED	149	52.2
AB with Education Units	33	11.5
Islamic Studies with Education Units	3	1.05

Corpus and Salandan (2007) define a professional teacher as completing a rigorous academic program and meeting licensing requirements in the Philippine educational system. In the U.S., the process is more stringent, involving national licensing tests and standards (Spring, 2002). This study's results support Cook's (1979) findings on factors affecting teacher morale, including the importance of professional growth and feeling valued. Barro (2006) notes that higher-quality education fosters economic growth, and the human capital theory indicates that educational attainment directly impacts a country's development. Stronge (2010) emphasizes the significance of quality teachers, underscored by the equation Effective Teachers = Student Achievement. In the U.S., a master's degree in educational leadership is often the minimum requirement for administrators, with similar expectations in the Philippines, where principals must have at least a master's degree and appropriate licensure (RA 9155).

As shown in Table 6, the distribution of respondents is as follows: SST-III, 6 (2.11%); MT-III, 0; SST-II, 17 (5.96%); MT-II, 2 (0.70%); SST-I, 253 (88.77%); and MT-I, 7 (2.46%). The majority (88.77%) hold the rank of Secondary School Teacher I (SST-I), reflecting that most are Bachelor's degree holders without graduate program completion. The smaller number of Master Teacher I (2.46%) and Master Teacher II (0.70%) likely consists of those who have obtained their Master's degrees, corresponding to the 2.11% with MA/MS degrees and 1.75% with MA/MS units. This suggests that academic rank is closely tied to educational attainment, with teachers needing requisite qualifications for promotion.

Table 6. *Frequency and percentage distribution of the respondents by present position*

Position	Frequency	Percentage
SST-III	6	2.11
MT-III	0	0.00
SST-II	17	5.96
MT-II	2	0.70
SST-I	253	88.7
MT-I	7	2.46

Rowland (2008) cited that personal and professional development significantly impacts teacher morale. Lucman (2014) found that a majority held the Master Teacher I rank, with limited promotions to Master Teacher II due to budget constraints in the Marawi City Division. The promotion process is slow and rigorous, with many deserving teachers awaiting better opportunities. Ferrer (1987), cited in Boloto (1992), supports these findings, noting that Master Teacher I positions dominate in Marawi City. Republic Act No. 7836 defines teaching as primarily classroom instruction in public and private schools. Macaindig (2012) outlined the roles of Teachers I, II, and III, which include developing lesson plans, tracking student progress, maintaining records, and supervising extracurricular activities. In addition to their classroom responsibilities, Master Teachers I to IV have leadership roles, such as instructional material preparation and developing training programs, providing mentoring, and conducting action research. They also lead the analysis and utilization of test results, demonstrating the multifaceted nature of their positions.

As shown in Table 7, 276 (96.84%) have regular or permanent status, while only 9 (3.16%) are provisional or temporary. This indicates that most teachers in the selected secondary schools in Lanao del Sur hold permanent appointments.

Table 7. *Frequency and percentage distribution of the respondents' appointment status*

Appointment Status	Frequency	Percentage
Regular /Permanent	276	96.8
Provisional	9	3.16

Harris (1986) emphasizes that teachers significantly impact the lives of children and youth, a view supported by extensive research on teaching and learning. Mackenzie (2007) corroborates this, noting that 88.2% of Australian teachers are permanently employed, full-time or part-time. According to Republic Act No. 4670 in the Philippines, teachers meeting civil service requirements can be appointed without a probationary period, ensuring stability and job security. Lucman (2012) found that 67.03% of her respondents had regular appointments, with provisional teachers unable to be promoted to Master Teacher positions due to the necessity of permanent status for such advancement. The data reveal that appointment status tends to decrease at higher ranks, highlighting the strict adherence to promotion criteria and standards.

As shown in Table 8, the distribution of respondents' years of teaching experience is as follows: 22 and above, 13 (4.56%); 19-21 years, 16 (5.61%); 16-18 years, 26 (9.12%); 13-15 years, 29 (10.18%); 10-12 years, 58 (20.35%); 7-9 years, 34 (11.93%); 4-6 years, 45 (15.79%); 1-3 years, 58 (20.35%); and below 1 year, 6 (2.11%). There is no clear majority, but the most prominent groups are in the 10-12 years (20.35%), 1-3 years (20.35%), 4-6 years (15.79%), and 7-9 years (11.93%) categories. Many respondents (20.35%, 11.93%, and 15.79%) have over three years of experience, indicating they are not novices and have likely dealt with various professional challenges. Conversely, the 20.35% with only 1-3 years of experience are still relatively new, typically serving as subject teachers focused on planning and implementing instruction. These novice teachers require induction programs to help them navigate their roles effectively, as they may face significant challenges and stresses during their initial years, impacting their self-efficacy and classroom management.

Table 8. *Frequency and percentage distribution of the respondents by work experience*

Years	Frequency	Percentage
22 and above	13	4.56
19-21	16	5.61
16-18	26	9.12
13-15	29	10.1
10-12	58	20.3
7-9	34	11.9
4-6	45	15.7
1-3	58	20.3
Below 1	6	2.11

The findings align with the age, position, and appointment status data, revealing a tapering of respondents with increased years of experience. Only 16 (5.61%) and 13 (4.56%) reported having 19-21 and over 22 years of teaching experience, respectively. Length of service significantly influences teacher competencies, including content mastery and attitudes, as emphasized in the National Competency-Based Teacher Standards (NCBTS). Studies indicate that public school teachers tend to remain in service longer than their private school counterparts, though longevity does not necessarily equate to job satisfaction.

Table 9 indicates the eligibility distribution among respondents: PBET passers, 11 (3.86%); LET passers, 166 (58.25%); RA 9293 eligibility holders, 44 (15.55%); RA 1080 recipients, 54 (18.94%); and PD 1006 beneficiaries, 10 (3.51%). The majority, 166 respondents (58.25%), passed the Licensure Examination for Teachers (LET). In contrast, only 3.86% passed the Professional Examination for Teachers (PBET), which was replaced by the LET as the required licensure for teaching positions.

R.A. No. 7836 emphasizes the state's commitment to quality education and the professionalization of teaching, suggesting that teachers generally follow this mandate in the Lanao del Sur I and Marawi City Divisions. Selection and Recruitment Boards across the region likely require a passing LET rating for teaching applicants. According

to the Code of Ethics for Professional Teachers preamble, licensed teachers are recognized as professionals with high moral values and technical competence, adhering to ethical standards. Thus, certified teachers are well-positioned to provide accurate insights into their principals' supervisory practices.

Table 9. *Frequency and percentage distribution of the respondents by eligibility*

Eligibility	Frequency	Percentage
PBET	11	3.86
LET	166	58.2
RA 9293	44	15.4
RA 1080	54	18.9
PD 1006	10	3.51

3.2 Perceived Supervisory Practices of the School Principals

Table 10 summarizes the mean, descriptive ratings, and rankings of school principals' perceived supervisory practices for improving community relations in selected Marawi City and Lanao del Sur secondary schools. The respondents agreed that principals consistently orient new teachers on grading systems and school policies (mean=4.29; SD=1.0955) and involve them in planning activities (mean=4.28; SD=0.8872). They also noted that principals frequently delegate responsibilities (mean=4.24; SD=0.9970) and assist with student-related difficulties (mean=4.13; SD=1.0156). However, protecting teachers from unreasonable public demands is practiced only sometimes (mean=3.04; SD=1.4711), and principals rarely help experienced teachers more than novices (mean=2.25; SD=1.2613). The grand weighted mean is 3.81, indicating that these practices are often implemented. This suggests that teachers view their principals actively working to foster relationships with teachers and the community.

Table 10. *Weighted mean ratings of the perceived supervisory practices of school principals: improving relations with teachers and community*

Indicators	Mean	SD	Interpretation
My principal orients new teachers on the grading system, use of facilities, and other school policies.	4.29	1.09	Always Practiced
My principal involves teachers in planning any activity.	4.28	1.08	Always Practiced
My principal delegates duties and responsibilities to teachers.	4.24	0.99	Often Practiced
My principal helps teachers work out difficulties with students and other teachers.	4.13	1.01	Often Practiced
My principal conducts individual and group conferences with teachers to trace matters concerning them.	4.11	0.99	Often Practiced
My principal gives praise or commendation to teachers for a lesson or assigned task successfully done.	4.07	1.19	Often Practiced
My principal allows free expression of feelings, issues, and proposals during faculty meetings.	4.06	1.08	Often Practiced
My principal initiates social activities where teachers and their superiors can meet informally on a friendly basis.	3.62	1.12	Often Practiced
My principal protects teachers from unreasonable demands by the public on their time and from unwarranted criticism.	3.04	1.47	Sometimes Practice
My principal gives more help to experienced teachers than to less experienced teachers.	2.25	1.26	Rarely Practiced
Overall Result	3.81		Often Practiced

Scaling: 4.21 - 5.00 = Always Practiced, 3.41 - 4.20 = Often Practiced, 2.61 - 3.40 = Sometimes Practiced, 1.81 - 2.60 = Rarely Practiced, 1.00 - 1.80 = Never Practiced

Effective programs, such as teacher orientation, can significantly aid novice teachers during their adjustment period, which is critical for successful classroom management. Studies indicate that support and mentoring can prevent new teachers from feeling overwhelmed, as many would reconsider their career choices after facing classroom challenges. The Teacher Education Council (R.A. No. 7784) aims to enhance teacher training and development by creating structured induction programs. These initiatives emphasize the importance of teacher involvement in decision-making processes, moving away from traditional managerial approaches to shared leadership. Encouraging open communication and support among faculty can improve the organizational culture and ultimately benefit student outcomes. Notably, the findings indicate a need for principals to offer equitable support to novice and experienced teachers, aligning with their practices of orienting teachers on essential school policies and grading systems.

Table 11 presents the mean, descriptive ratings, and rankings of school principals' perceived supervisory practices aimed at enhancing teaching and learning in selected secondary schools in Marawi City and Lanao del Sur. Teachers view their principals as consistently promoting professional development through practices such as facilitating attendance at seminars and conferences (mean=4.25, SD=1.0075) and ensuring communication of student progress to parents via multiple channels (mean=4.24, SD=1.0832). They also perceive practices such as informing teachers about educational trends (mean=4.18, SD=1.0940) and conducting unannounced classroom

visits (mean=4.13, SD=1.1262) as frequently implemented. These practices are generally seen as regularly performed with an overall grand weighted mean of 3.98.

Table 11. *Weighted mean ratings of the perceived school principal's supervisory practices in improving teaching and learning*

Indicators	Mean	SD	Interpretation
My principal arranges for teachers to attend seminars, workshops, and conferences.	4.25	1.00	Always Practiced
My principal makes provisions for reporting students' progress to parents, such as letters, talks with parents, or parent-teacher meetings.	4.24	1.08	Always Practiced
My principal keeps teachers informed of educational trends and innovations.	4.18	1.09	Often Practiced
My principal makes unannounced visits to classes to see what takes place in the class in the classroom.	4.13	1.12	Often Practiced
My principal inspects teachers' lesson plans from time to time.	4.11	1.21	Often Practiced
My principal makes follow-up conferences after classroom visits.	3.98	1.02	Often Practiced
My principal assists teachers in diagnosing students' learning difficulties.	3.80	1.25	Often Practiced
My principal arranges demonstration teaching to illustrate new effective methods.	3.78	1.24	Often Practiced
My principal holds school exhibits, open houses, and contests.	3.74	1.17	Often Practiced
My principal organizes seminars, workshops, and conferences within the school.	3.56	1.22	Often Practiced
Overall Result	3.98	1.14	Often Practiced

These findings suggest that teachers acknowledge their principals' commitment to improving teaching and learning, mainly by providing opportunities for professional growth and fostering parental involvement. Both elements are critical for promoting student success, as Chira (1993) and Santrock (2004) noted. Although the benefits of parental engagement in student achievement are well documented, research indicates that many schools do not actively prioritize this aspect (Eccles & Harold, 1996). When effectively carried out, instructional supervision provides teachers valuable feedback to improve their instructional techniques (Beach & Reinharts, 1989; Bays, 2001). This study shows that practices like classroom monitoring through unannounced visits are viewed positively, in contrast to the findings of Unda (2013), which reported lower levels of engagement in supervision. The principals in this study actively conduct classroom observations and hold follow-up conferences, ensuring continuous support for teachers.

Table 12 presents the mean, descriptive ratings, and ranks of the perceived supervisory practices of principals in selected secondary schools of Lanao del Sur and Marawi City regarding teacher performance evaluation. Teachers perceive their principals as often engaging in practices such as evaluating classroom management and student outcomes (Mean=4.12; SD=1.1718) and assessing their accomplishments (Mean=4.05; SD=1.2225). Other often-practiced methods include using multiple sources for evaluations (Mean=3.95; SD=1.2537), employing evaluations as development tools (Mean=3.93; SD=1.2636), and writing comments on rating forms during class observations (Mean=3.89; SD=1.2413). The average weighted mean is 3.81, indicating these practices are generally perceived as often practiced. These findings suggest that principals frequently implement supervisory practices that promote practical teacher performance evaluation.

Table 12. *Weighted mean ratings of the perceived supervisory practices of school principals in evaluating teachers' performance*

Indicators	Mean	SD	Interpretation
My principal evaluates teachers' performance based on classroom management and student outcomes.	4.12	1.17	Often Practiced
My principal evaluates the teacher's accomplishments.	4.05	1.22	Often Practiced
My principal uses more than one source in evaluating teachers.	3.95	1.25	Often Practiced
My principal uses evaluation as a means of development	3.93	1.26	Often Practiced
My principal writes comments or suggestions on the B.P.S. form 178 or another rating form during or after class observation.	3.89	1.24	Often Practiced
My principal discusses the salient points of the lesson with the teachers after class observation.	3.88	1.24	Often Practiced
My principal uses student evaluation to rate teacher performance.	3.79	1.35	Often Practiced
My principal uses self-evaluation (teacher evaluating himself) in rating teacher performance.	3.75	1.27	Often Practiced
My principal informs and explains their performance rating to teachers.	3.55	1.28	Often Practiced
My principal relies more on experience in rating teachers.	3.18	1.23	Sometimes Practiced
Overall Result	3.81	1.25	Often Practiced

Monitoring educational quality is a key responsibility of school oversight systems aimed at enhancing overall standards. Rous (2004) noted that respectful and encouraging principals positively impact teachers' willingness to adopt new strategies, thereby improving their performance. The Path-Goal Theory and Vroom's Expectancy

Theory further elucidate the relationship between supervisory practices and teacher performance. Adequate supervision helps eliminate obstacles, provides necessary support, and aligns incentives with goal achievement. Teachers' significant value on student outcomes enhances their commitment to effective teaching. Unda (2013) also found that high-performing schools emphasize encouraging teachers to take responsibility for their tasks, highlighting the link between effective supervisory practices and overall school performance. By evaluating teacher performance with multiple sources and development-focused methods, principals can foster a culture of continuous improvement, thus motivating teachers to enhance their instructional skills.

Table 13 examines the mean, descriptive rating, and rank of teachers' perceptions regarding the supervisory practices of their school principals in Lanao del Sur and Marawi City. The findings indicate that principals often practice improving teaching and learning, with a weighted mean of 3.98 (SD=1.1448). They also frequently work on enhancing relationships with teachers and the community (Mean=3.81; SD=1.1130) and evaluating teacher performance (Mean=3.18; SD=1.2547). These positive ratings are encouraging for principals. The results suggest that teachers view their principals as effectively applying supervisory practices that enhance teaching and learning, which is a core purpose of supervision.

Table 13. *Weighted mean ratings of the summary of the perceived supervisory practices of school principals*

Indicators	Mean	SD	Interpretation
Improving Teaching and Learning	3.98	1.14	Often Practiced
Improving Relations with Teachers and Community	3.81	1.11	Often Practiced
Evaluating Teachers Performance	3.81	1.25	Often Practiced

Goldhammer (1969) emphasized that increased monitoring boosts teachers' capacity and motivation for self-care and peer observation, while Zedepa (2003) introduced "auto supervision," advocating for collaborative peer coaching. This reflects the reciprocal improvement desired by both teachers and supervisors. All supervisory practices are equally crucial despite varying priorities for staff development among principals. Improving teacher performance remains a common goal across schools (Glickman et al., 2000; Zepeda, 2003). Blanchard (2010) asserts that effective leaders are lifelong learners continually seeking to enhance their expertise. This approach sets a positive example for others and emphasizes the importance of continuous learning to adapt and remain competitive.

3.3 Teachers' Morale

Table 14 presents respondents' perceptions regarding the supervisory practices of their principals in Lanao del Sur and Marawi City. The data indicates strong agreement on feeling fulfilled when tasks are appreciated by the principal (Mean=3.49; SD=0.5971) and the development of effective communication lines with the principal (Mean=3.32; SD=0.7560). Respondents also agreed that their principals make their work easier (Mean=3.22; SD=0.8342), foster a sense of belonging (Mean=3.14; SD=0.7532), recognize teaching procedures (Mean=3.12; SD=0.6278), and handle problems sympathetically (Mean=3.08; SD=0.737). They expressed challenges and motivation from the principal's leadership (Mean=3.02; SD=0.8697) and a desire for close contact (Mean=2.99; SD=0.7644). However, they disagreed that favoritism is shown in principal-teacher relations (Mean=1.67; SD=0.9519).

The overall rapport with the principal has a weighted mean of 2.97 (SD=0.7656), described as agreeable. These results suggest that respondents believe they have a positive rapport with their principals, particularly valuing appreciation for their work. This aligns with motivational theories like Goal-Path Theory, which emphasizes that a supervisor's behavior should lead to satisfaction. As noted by Maslow's hierarchy of needs, recognition of accomplishments is a crucial human need. Effective communication is also highlighted as essential for building teacher morale, as Cook (1979) emphasized the importance of personal interaction and appreciation from administrators. The study's findings suggest that the principals' supportive and collaborative approach enhances teachers' job satisfaction and performance. The contemporary approach to supervision, as outlined by Oliva and Pawlas (1997) and Neagley and Evans (1980), prioritizes collaboration over control, fostering a positive environment for growth. This underscores the significance of strong principal-teacher relationships in achieving educational goals.

Table 14. *Weighted mean ratings of the respondent's morale on the aspect of teacher rapport as influenced by the principal*

Indicators	Mean	SD	Interpretation
I feel fulfilled when fulfilling a task and that the principal appreciates it.	3.49	0.59	Very Much Agree
The line and method of communication between teachers and the principal in our school are well developed and maintained.	3.32	0.75	Very Much Agree
My principal makes my work easier and more pleasant and intrinsically motivated me to do it.	3.22	0.83	Agree
I am eager to attend classes because our principal promotes a sense of belonging among the teachers in our school.	3.14	0.75	Agree
My principal understands and recognizes the teaching procedures and activities I have been using.	3.12	0.62	Agree
My principal is concerned with the problems of the faculty and handles the issues sympathetically, which always inspires me to accomplish more in my work.	3.08	0.73	Agree
I am challenged and motivated by my principal's leadership, and it stimulates my professional growth.	3.02	0.86	Agree
I make a real effort to maintain close contact with the principal.	2.99	0.76	Agree
I feel free to criticize administrative policy at faculty meetings called by the principal for the benefit of the school.	2.61	0.76	Agree
Our principal shows favoritism in his relations with the teachers in our school, but it challenges me to be the best.	1.67	0.95	Very Much Disagree
Overall Result	2.97	0.76	Agree

Scaling: 3.28 – 4.00 = Very Much Agree, 2.52 – 3.27 = Agree, 1.76 – 2.51 = Disagree, 1.00 – 1.75 = Very Much Disagree

Table 15 presents the mean, descriptive rating, and rank of teacher satisfaction regarding their profession. Respondents showed strong agreement on the following points: feeling fulfilled in their profession and attending classes regularly to ensure student learning (Mean=3.84; SD=0.4079); viewing teaching as their most significant contribution to society through student development (Mean=3.79; SD=0.4472); and experiencing personal satisfaction when students learn (Mean=3.78; SD=0.4505). Additionally, they regularly review and update their instructional practices (Mean=3.77; SD=0.504), plan their daily classes to meet learning goals (Mean=3.69; SD=0.5717), and participate in school activities to enhance excellence (Mean=3.66; SD=0.4808). They also feel responsible for staying informed about students (Mean=3.55; SD=0.5579) and believe in their competence as teachers (Mean=3.55; SD=0.6235). Overall, the mean satisfaction rating is 3.56 (SD=0.5545), indicating high levels of satisfaction with teaching.

Table 15. *Weighted mean ratings of the teacher's morale on the aspect of satisfaction with teaching as influenced by the school principals*

Indicators	Mean	SD	Interpretation
I feel fulfilled with my profession and attend classes regularly because I want my students to learn.	3.84	0.40	Very Much Agree
Teaching enables me to contribute significantly to society, for I have molded my students.	3.79	0.44	Very Much Agree
Teaching gives me a great deal of personal satisfaction when my students learn something,	3.78	0.45	Very Much Agree
I regularly review and update my instructional practices to ensure that my students will enjoy the class discussion.	3.77	0.50	Very Much Agree
I plan regularly my daily classes to ensure that my students learn to satisfy my teaching-learning goals.	3.69	0.57	Very Much Agree
I coordinate and cooperate with any activities in our school because I want our school to become at par excellence.	3.66	0.48	Very Much Agree
I make sure I am well-informed about students, for it makes me feel guilty if something happens to them without my intervention.	3.55	0.55	Very Much Agree
I feel competent and successful in my teaching career because I have effectively done my role as a teacher.	3.55	0.62	Very Much Agree
I may not be the best, but I have been one of the best teachers because of my desire for my students to be the best.	3.05	0.76	Agree
I disagree with some of the unsatisfactory school policies because I want our school to improve, so I brought constructive comments.	2.96	0.73	Agree
Overall Result	3.56	0.55	Very Much Agree

These findings suggest that teachers are delighted with their profession, feel fulfilled and attend classes with the intent to support student learning. Principals' supervisory practices contribute to this fulfillment and pride, with effective student learning ranked third and engaging class discussions through updated practices ranked fourth. Iqbal (1996) emphasizes the importance of teachers' roles in the classroom and the community.

Table 16 underscores the crucial role of leadership in fostering a positive work environment for teachers, as shown by high mean scores in areas like collegial acceptance and unity in achieving school goals. The principal's leadership style appears central to these outcomes, with teachers strongly agreeing that experienced faculty accept younger colleagues due to the principal's favorable treatment (Mean=3.52, SD=0.5664) and that they are united in their goals (Mean=3.48, SD=0.6366). This reflects transformational leadership principles, where leaders encourage collaboration and inclusivity, creating a supportive environment that enhances team cohesion and morale. The strong sense of camaraderie and respect among teachers (Mean=3.43, SD=0.8306) further highlights how the principal's leadership fosters a community-oriented culture. This supports the idea that when leadership prioritizes respect and teamwork, it directly influences positive workplace dynamics, as evidenced by the reported comfort in working together (Mean=3.42, SD=0.6261).

Table 16. *Weighted mean ratings of the teachers' morale on the aspect of rapport among teachers as influenced by the school principals*

Indicators	Mean	SD	Interpretation
Experienced faculty members accept new and younger members as colleagues because the principal shows favorable treatment.	3.52	0.56	Very Much Agree
Teachers are united in achieving the goals of our school, and all of us are trying our best to achieve the school's goals.	3.48	0.63	Very Much Agree
My teaching associates are well prepared for the job because we were allowed to grow professionally and personally by being exposed to different trainings.	3.46	0.64	Very Much Agree
Generally, teachers in our school do not take advantage of one another because we respect one another, and the principal knows how to unite us.	3.43	0.83	Very Much Agree
I feel comfortable being with my co-teachers because they will support me in being the best I can be.	3.43	0.63	Very Much Agree
Our school's teachers work well together during activities and usual days.	3.42	0.62	Very Much Agree
Other teachers in our school appreciated my work due to the continuous encouragement of my principal.	3.24	0.69	Agree
The teachers in our school have a desirable influence on the values and attitudes of their students, and we are also producing competent and holistically developed students.	3.21	0.68	Agree
The teachers in our school cooperate to achieve common goals as influenced by the principal.	3.20	0.66	Agree
There is a great deal of grouping, arguing, taking sides, and feuding among our teachers as influenced by our principal.	1.87	0.89	Disagree
Overall Result	3.23	0.68	Agree

Research by Leithwood and Jantzi (2005) emphasizes that leadership encouraging collaboration directly impacts the overall teaching environment, improving morale and instructional practices. Teachers' responses also point to opportunities for professional growth, with a mean of 3.46 (SD=0.6413), suggesting that not only does the principal foster a respectful environment but also one where professional development is prioritized. This is consistent with Dufour's (2004) and Blasé & Blasé's (2004) research, which shows that leadership that encourages teacher growth and reflective practice contributes to improved instructional quality and teacher motivation. Maslow's hierarchy of needs theory can help explain these findings, particularly about the need for belongingness and positive relationships in the workplace. The data reflect how the principal has successfully addressed these needs, enabling teachers to feel secure, supported, and part of a collective effort, strengthening morale. The relatively low standard deviations suggest a consistent experience across the faculty, indicating that the positive rapport is a shared sentiment rather than an isolated experience. The lower mean (1.87, SD=0.8978) regarding discord or rivalry among teachers suggests that competitive or adversarial behaviors are rare, reinforcing the perception of a harmonious, cooperative school culture. This aligns with research that shows environments with low internal conflict promote better collaboration and higher teacher satisfaction, which can directly translate into enhanced student outcomes.

Table 17 explores teacher morale about salary, revealing mixed sentiments among respondents. Teachers generally agreed that they are satisfied with the policy governing salary increases (Mean=3.27, SD=0.9572), indicating a sense of fairness in adjusting their pay. They also felt that the salary schedule reflects their competencies (Mean=3.07, SD=0.5095) and that they clearly understand the policies related to salary increases (Mean=3.05, SD=0.7347). These results suggest that while the structure and transparency of salary policies are appreciated, challenges remain in terms of adequacy. A key area of concern is the insufficiency of salaries to meet family expenses, with respondents disagreeing on this aspect (Mean=2.24, SD=0.8807). Additionally, there is dissatisfaction with the communication surrounding salary-related suggestions (Mean=2.21, SD=0.6904), pointing

to a gap in the dialogue between teachers and administration on compensation issues. This indicates that while the policies are viewed positively, salary amounts and communication mechanisms need improvement. The overall weighted mean of 2.63 (SD=0.8084) reflects a moderate level of satisfaction with salary, yet the amount teachers receive may not fully meet their financial needs.

Table 17. *Weighted mean ratings of the teachers' morale on the aspect of teacher salary as influenced by the supervisory practices of the school principals*

Indicators	Mean	SD	Interpretation
I am satisfied with the policy for granting a salary increase.	3.27	0.95	Agree
The salary schedule in our school adequately recognizes teacher competency.	3.07	0.50	Agree
Teachers clearly understand the policies governing salary increases.	3.05	0.73	Agree
Salaries paid in this school system compare favorably with salaries in another system I am familiar with.	2.72	0.73	Agree
The principal ensures teachers' salaries are released on time to motivate them extrinsically.	2.63	0.93	Agree
Salary policies are administered with fairness and justice.	2.54	0.73	Agree
Within the limits of financial resources, the regional wages board tries to follow a generous policy regarding fringe benefits.	2.47	0.68	Disagree
The salary I received is enough for my family's expenses.	2.24	0.88	Disagree
The teachers feel the administration adequately transmits salary suggestions to the local school board.	2.21	0.69	Disagree
The principal sometimes imposes contribution in exceptional cases on a basis and as agreed upon by teachers and our principal.	2.13	1.21	Disagree
Overall Result	2.63	0.80	Agree

This finding aligns with broader theories of job satisfaction, which suggest that salary alone is insufficient to foster high morale. Handy (1999) and Roe (1956) both highlight that intrinsic factors – such as professional commitment, the quality of the work environment, and a sense of purpose – are equally important contributors to job satisfaction. The results of this study support this view, indicating that while salary policies are essential, other aspects of the teaching profession play a significant role in maintaining teacher morale. Thus, while teachers may feel acknowledged and fairly treated regarding salary policies, their financial needs remain an ongoing issue that could impact their overall job satisfaction.

Table 18 highlights the morale of teachers regarding their teaching load. Teachers strongly agreed that their workload is reasonable when their principal is supportive (Mean=3.39; SD=0.5993) and that teaching should be prioritized over other activities (Mean=3.28; SD=0.7485). They agreed that their overloading is reasonable and explained by their principals (Mean=3.05; SD=0.8849) and that they can manage their class schedules (Mean=2.79; SD=0.7218). However, they disagreed that they are burdened with excessive clerical work or that their classes are a "dumping ground" for problem students (Mean=1.85; SD=1.0102). The overall weighted mean for teacher loading was 2.54, with a standard deviation of 0.247.

Table 18. *Weighted mean ratings of the teachers' morale on the aspect of teacher load as influenced by their school principals*

Indicators	Mean	SD	Interpretation
The number of hours a teacher must render to work is reasonable, especially if the principal is encouraging their work.	3.39	0.59	Very Much Agree
My teaching load restricts me from attending other activities, but I must prioritize teaching.	3.28	0.74	Very Much Agree
The overloading of the teachers in our school is reasonable and was explained to us by our principal to avoid complaints.	3.05	0.88	Agree
The schedule of my classes is advantageous, and I can manage it.	2.79	0.72	Agree
My teaching load is sometimes unreasonable, but the principal explains that it is for the benefit of the school, and I willingly accept it.	2.69	0.81	Agree
My teaching load is more significant than most other teachers in our school because I have an excellent rating, meaning I attend my classes regularly.	2.18	1.01	Disagree
Details, "red tape," and required reports absorb too much of my time.	2.09	0.81	Disagree
Teachers in this school are expected to do an unreasonable amount of record-keeping and clerical work, as encouraged by the principal.	2.06	0.91	Disagree
Community demands upon the teachers' time are unreasonable, and the principal tries to mediate.	2.05	0.72	Disagree
My classes are used as a "dumping ground" for problem students, but I took it as a challenge because I believe they can learn and that it is fulfilling if they learn.	1.85	1.01	Disagree
Overall Result	2.54	0.24	Agree

Contrary to Norton (1999), who suggested that heavy workloads negatively impact teacher morale, the respondents found their workload reasonable, primarily when the principal provided encouragement and clear

explanations. This indicates that supportive leadership is crucial in maintaining teacher satisfaction despite workload demands.

Table 19 summarizes the morale of teachers, revealing that they strongly agreed on deriving satisfaction from teaching, ranking first with a mean of 3.56 (SD=0.5545). They also decided to enjoy rapport with fellow teachers (Mean=3.23; SD=0.6867) and the principal (Mean=2.97; SD=0.7656). Positive responses were also noted for teacher salary (Mean=2.63; SD=0.8084) and teacher load (Mean=2.54; SD=0.8247). The strong agreement on job satisfaction implies that teachers positively influence their students' lives. Millon (1981) noted that teacher morale can enhance student attitudes and learning. Macaindig (2012) emphasized that teaching requires mastery of subject matter, effective communication, and a passion for advancing knowledge.

Table 19. *Weighted mean ratings of the summary of teacher's morale as influenced by their school principals*

Teacher's Morale	Mean	SD	Descriptive Rating
Satisfaction with Teaching	3.56	0.55	Very Much Agree
Rapport Among Teachers	3.23	0.68	Agree
Teacher Rapport with Principal	2.97	0.76	Agree
Teacher Salary	2.63	0.80	Agree
Teacher Load	2.54	0.82	Agree

3.4 Teacher's Behavior as Influenced by the Supervisory Practices of their School Principals

Table 20 shows that teachers consistently practice classroom preparation and instruction. They always: give tests to evaluate learning (Mean=4.85; SD=0.4188); praise students for participation (Mean=4.79; SD=0.5062); explain grading systems (Mean=4.78; SD=0.5390); inform students about consultation times (Mean=4.73; SD=0.6229); provide diverse learning experiences (Mean=4.55; SD=0.7229); confer with parents or principals for problems (Mean=4.50; SD=0.6315); vary teaching methods (Mean=4.41; SD=0.6629); and scold misbehavior (Mean=3.92; SD=1.0733). The weighted mean is 4.47, with a standard deviation of 0.6774, indicating that these practices are consistently applied.

Table 20. *Weighted mean ratings of the perceived behaviors of the teachers as influenced by the supervisory practices of their principals in terms of classroom preparation and instruction*

Indicators	Mean	SD	Interpretation
I give tests and quizzes to evaluate learning effectiveness.	4.85	0.41	Always
I praise or give signs of approval to students who show exemplary work or who participate in class activities.	4.79	0.50	Always
I explain our rating and the grading system that she/he is using to students.	4.78	0.53	Always
I inform students of my availability for consultation or conferences.	4.73	0.62	Always
I provide various learning experiences adapted to the needs of the students to motivate the class and to learn the lesson quickly.	4.55	0.72	Always
I confer with the principal or with parents if there are problems.	4.50	0.63	Always
I vary my teaching methods and techniques to meet my students' learning needs.	4.41	0.66	Always
I provide time for consultation in case there are academic matters that we want to discuss.	4.34	0.76	Always
I scold the misbehavior of students and adequately correct them so that it will not bother other students.	3.92	1.07	Always
I tell jokes or anecdotes to motivate the students during the discussion.	3.87	0.83	Always
Overall Result	4.47	0.67	Always

Scaling: 4.21 - 5.00 = Always, 3.41 - 4.20 = Often, 2.61 - 3.40 = Sometimes, 1.00 - 1.80 = Often, 1.81 - 2.60 = Rarely

This reflects the positive impact of supervision on teaching quality, as Oliva and Pawlas (1997) noted, who emphasize supervisors' role in helping teachers improve their instruction. Adequate supervision influences these practices, which include using praise, explaining grading, offering consultation, adapting methods to student needs, and employing humor. Supervisory practices, therefore, significantly influence teacher behavior in classroom preparation and instruction.

Table 21 shows that teachers always visit their school library to stay updated on their subjects (Mean=4.42; SD=0.8128), attend seminars or conferences (Mean=4.35; SD=0.7705), and use the Internet for exploring new ideas (Mean=4.28; SD=1.0700). They often: attend professional organization meetings (Mean=4.10; SD=0.7674); buy educational books (Mean=3.88; SD=1.0187); read professional magazines (Mean=3.73; SD=0.9798); and attend graduate courses (Mean=3.44; SD=1.1661). They sometimes conduct research (Mean=2.79; SD=0.7916) and subscribe to newspapers (Mean=2.52; SD=0.7578) but never seek scholarships or present papers (Mean=1.67; SD=0.1428). The overall mean for Professional Growth Behavior is 3.52, described as "often."

This indicates that teachers actively pursue professional growth, influenced by their principals' supervisory practices. Visiting libraries, attending in-service training and workshops equip them with updated knowledge, supporting their professional development. Continuous education is crucial for improving teacher quality and, ultimately, student outcomes, as emphasized by Corpuz et al. (2012). Teachers must also take responsibility for their growth, while school administrators should ensure opportunities for further learning and professional development.

Table 21. *Weighted mean of the behavior of the teachers as influenced by the supervisory practices of their principals in terms of professional growth behavior*

Indicators	Mean	SD	Interpretation
I visit the school library to be updated on new ideas in my subject	4.42	0.81	Always
I attend seminars or work conferences for teachers.	4.35	0.77	Always
I use internet to explore new ideas and information	4.28	1.07	Always
I attend meetings or conventions of professional organizations for professional enhancement.	4.10	0.76	Often
I buy books on education for my professional advancement.	3.88	1.01	Often
I read professional magazines, journals, and other periodicals.	3.73	0.97	Often
I attend graduate courses for teachers during the summer term or the regular semester.	3.44	1.16	Often
I researched educational or other related fields.	2.79	0.79	Sometimes
I buy or subscribe to at least one daily newspaper.	2.52	0.75	Sometimes
I sought scholarship grants and presented papers at conferences.	1.67	1.14	Never
Overall Result	3.52	0.92	Often

Table 22 shows that respondents observe classroom preparation and instruction (Mean=4.47; SD=0.6774) and often engage in professional growth (Mean=3.52; SD=0.9278). These positive results indicate adequate supervision, reflecting the influence of principals' supervisory practices on teachers' behaviors. Mangotara (2013) also found that principals with high ratings in "observing classroom instruction" positively impacted teacher efficiency. Adequate supervision encourages teachers to be more responsible, collaborative, and productive, enhancing the overall quality of teaching and learning, as supported by Neagley and Evans (1987).

Table 22. *Weighted mean ratings of the summary of teachers' behaviors as influenced by the supervisory practices of the school principals*

Respondents' Behavior	Mean	SD	Descriptive Rating
Classroom Preparation and Instruction	4.47	0.67	Always
Professional Growth	3.52	0.92	Often

3.5 Relationship between the Perceived Supervisory Practices of School Principals and Teachers' Behavior

Table 23 presents the correlation analysis between school principals' supervisory practices and teacher morale, showing a significant positive relationship. The null hypothesis is rejected at the 0.05 significance level, confirming that principals' supervisory practices influence teacher morale. The Pearson correlation coefficient and t-test method were used to assess this relationship.

Table 23. *Hypothesis testing relationship between the perceived supervisory practices of school principals and teacher's morale*

Variables Correlated	Improving Relations with Teachers			Improving Teaching and Learning			Evaluating Teachers' Behavior		
	r	t-test	Interpretation	r	t-Test	Interpretation	r	t-Test	Interpretation
Teacher Rapport with Principal	0.27	4.71	Significant	0.27	4.71	Significant	0.27	4.71	Significant
Satisfaction with Teaching	0.25	4.34	Significant	0.25	4.34	Significant	0.25	4.34	Significant
Rapport Among Teachers	0.26	4.53	Significant	0.26	4.53	Significant	0.26	4.53	Significant
Teacher Salary	0.27	4.71	Significant	0.27	4.71	Significant	0.27	4.71	Significant
Teacher Load	0.28	4.90	Significant	0.28	4.90	Significant	0.28	4.90	Significant

This result supports the idea that principals impact teacher morale through their leadership and supervision. Studies by Rempel and Bently (1980) explain that teacher morale reflects the satisfaction of personal needs, which principals help nurture. Supervision, as noted by Neagley and Evans (1980), enhances curriculum, instruction, and learning, benefiting the entire school system. Supervision positively influences teacher outcomes, with direct feedback playing a crucial role in teacher development (Kilminster, 2000). This aligns with Barr et al. (2000) and Wile (1998), who emphasize that adequate supervision fosters an environment conducive to teaching and learning, combining technical proficiency, human relations, and leadership skills.

Table 24 shows a significant relationship between the school principals' supervisory practices and teachers' behavior in classroom preparation, instruction, and professional growth. The null hypothesis is rejected at the 0.05 significance level, indicating that supervisory practices influence teacher behavior. This suggests that the type of supervision employed by principals shapes teachers' actions, a point supported by Roque (1983), who emphasized that supervisory services impact the achievement of educational goals. Ricks and Jamerson (2000) also highlighted principals' challenges, indicating that their supervisory approach affects teacher performance and behavior. Thus, supervision, teacher morale, and effectiveness are closely linked.

Table 24. *Relationship between the perceived supervisory practices of school principal and teacher's behavior*

Variables Correlated	Classroom Preparation and Instruction			Professional Growth		
	r	t-Te	Interpretation	r	t-Test	Interpretation
Improving Relations with Teachers	0.23	3.97	Significant	0.24	4.15	Significant
Improving Teaching and Learning	0.22	3.79	Significant	0.24	4.15	Significant
Evaluating Teachers' Performance	0.23	3.97	Significant	0.24	4.15	Significant

Table 25 reveals a significant relationship between teacher morale and behavior, as shown by rejecting the null hypothesis at the 0.05 significance level. The Pearson correlation coefficient was used to establish this connection through t-test analysis. Villareal (1990) found that high-morale teachers tackle complex tasks confidently, persistently, and enthusiastically, even in challenging conditions. Hoy and Forsyth (1986) emphasized that teachers are key to enhancing instruction, requiring professional, intellectual, and social support. Zedepa (2003) introduced "auto supervision," suggesting that teachers' morale, fostered by adequate supervision, positively influences their behavior.

Table 25. *Hypothesis testing on the relationship between teachers' morale and behavior*

Variables Correlated	Classroom Preparation and Instruction			Professional Growth		
	r	t-Test	Interpretation	r	t-Test	Interpretation
Teacher Rapport with Principal	0.26	4.530	Significant	0.29	5.098	Significant
Satisfaction with Teaching	0.24	4.159	Significant	0.26	4.530	Significant
Rapport Among Teacher	0.25	4.355	Significant	0.27	4.717	Significant
Teacher Salary	0.26	4.530	Significant	0.28	4.907	Significant
Teacher Load	0.27	4.717	Significant	0.29	5.098	Significant

4.0 Conclusion

The study's findings underscore the need for principals to translate these insights into concrete actions that empower teachers and enhance the learning environment. For instance, principals can foster a "community of learners" by establishing regular collaborative sessions where teachers can share best practices, discuss pedagogical challenges, and receive peer support. Additionally, incorporating student-centered approaches into supervision, such as classroom observations focused on student engagement and feedback, can provide teachers with valuable insights into their impact on student learning. This shift from traditional evaluation to a more supportive and collaborative approach can empower teachers to take ownership of their professional development and contribute to a more positive and effective learning environment for all. This approach aligns with the modern perspective on supervision, where the focus shifts from control and evaluation to a supportive role to enhance teachers' awareness of their impact on student learning (Glickman et al., 1997; Nolan, 1997). The evolution of supervision has shifted from control and evaluation to a supportive role aimed at enhancing teachers' awareness of their impact on student learning (Glickman et al., 1997; Nolan, 1997). While traditional concerns remain relevant, modern supervision fosters understanding and collaboration among educators (Wiles & Bondi, 1996). Supervision is continuous rather than sporadic visits (Musaazi, 1982). This contemporary approach has become more democratic, emphasizing humanistic elements over custodial oversight (Neagley & Evans, 1980).

Principals can further strengthen their supervisory practices by implementing strategies that directly address teachers' concerns. For example, providing professional development opportunities that align with teachers' individual needs and interests can enhance their skills and boost morale. Creating a transparent and equitable system for addressing salary concerns and ensuring fair compensation can significantly contribute to teacher satisfaction. By actively engaging in these practical steps, principals can transform their supervisory role from a traditional oversight function to a dynamic force that empowers teachers and cultivates a thriving learning community.

5.0 Contributions of Authors

The author wrote the manuscript detailing the study's background, methodology, results, and discussion. They connected the findings to broader educational theories and the context of Lanao del Sur. Based on peer feedback, they revised the manuscript, refining the analysis, improving clarity, and strengthening the arguments with data.

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7.0 Conflict of Interests

The authors affirm that there are no conflicts of interest regarding the publication of this paper. This statement reinforces their dedication to transparency and ethical standards in research, ensuring that the findings and interpretations presented are solely based on objective analysis and are free from any influences that could compromise the integrity of the work. By making this declaration, the authors emphasize their commitment to maintaining professionalism and credibility in their scholarly contributions.

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