Engagement of Teachers in Management and Supervisory Roles of School Heads

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Abstract— This study explored the strategies employed by school heads to engage teachers in supervisory and management roles, aiming to enhance teacher leadership and participation in school governance. Using a qualitative research approach, semi-structured interviews were conducted with school heads, and data were analyzed through Merriam's (2009) qualitative data analysis framework, which involved open coding, axial coding, and selective coding. Findings revealed four key themes: Shared Leadership and Responsibility, where school heads involved teachers in decision-making through collaborative meetings and feedback mechanisms; Collaborative Problem-Solving, which encouraged teachers to participate in structured discussions and professional learning communities to address school challenges; Peer Support and Mentorship, where leadership development was facilitated through mentorship programs, training workshops, and gradual role transitions; and Reflective Feedback and Data-Driven Assessment, in which school heads utilized surveys, performance tracking, and reflective meetings to refine leadership strategies. Based on these findings, the study proposed a Teacher Engagement Framework, illustrating how these strategies contribute to strengthening teacher leadership within schools. The study highlights that when teachers are actively engaged in supervisory and management roles, they develop a stronger sense of leadership, professional growth, and commitment to school improvement. Practical recommendations include establishing sustainable mentorship programs, fostering a culture of collaboration, and implementing systematic feedback mechanisms to enhance teacher engagement in leadership roles. The study provides valuable insights for school administrators, policymakers, and educators seeking to build more inclusive and participatory school leadership structures.

Keywords— Engagement, management, supervisory, school leaders

I. INTRODUCTION

Effective school administration also relies on the professionalism of school heads but also on teachers' involvement in management and supervisory duties. Schools will be effective if the administrative duty is outsourced to others and teachers are forced to engage in decision-making, teaching supervision, and administrative tasks. Not only is this beneficial to the improvement of the school, but it also acts as a training period for the teachers that can eventually result in leadership positions. With the increasing complexity of the art of education administration, empowering such teachers provides them with a feeling of ownership, career growth, and institutional success.

Participation of teachers in management and supervision role plays a major role in the construction of a cooperative, dynamic, and responsive school setting. Dela Cruz and Reyes (2022) affirm that teachers, offered leadership responsibilities, feel more accountable and valued and thus experience high job satisfaction and professional growth. Empowerment helps teachers to be innovative at the practice level, thus driving a more connected and responsive schooling system. Further, Ordanel and Dioso (2023) include that teachers' involvement in decision-making makes the teaching techniques responsive to students' needs, thereby enhancing the achievement of students as well as their happiness.

Teacher involvement in supervision and management roles is increasingly being seen as a key to effective school leadership. Grissom and Loeb (2020) assert that schools with participative teachers develop a participative culture in which staff agency and responsibility are enhanced through collective decision-making. Participatory leadership that follows results in improved school management and creates a sense of collective accountability among teachers. Leithwood et al. (2022) also assert that empowering teachers to function as leaders facilitates ongoing professional development, hence guaranteeing better education results and ensuring school policy is aligned with teaching professionalism and student success.

Today's trends in educational leadership also embrace distributed leadership, where teachers are involved in the management of the school (Mallari, 2022; Fullard, 2017). This is not yet implemented on a mass scale, however, but in some schools, particularly in the local context. The school administrators of some of them involve teachers in leadership while others pursue only a hierarchical approach, excluding teachers from professional development (Harris et al., 2017). The supervisory management teachers' participation gap in theory is a cause for worry with sustained school improvement and sustainability.

Teacher Engagement in Leadership Roles

Teacher leadership forms the foundation for effective school administration and improvement in education. Whenever there is active teacher engagement in leadership, much is contributed not only to the administrative and organizational goals but also to dynamic learning that has greater effects on both staff and students. The roles of teachers concerning leadership include mentoring peers, leading through professional development initiatives, shared curriculum design, and involvement in decision-making (Ghanney & Nuobalee, 2021).

Shared leadership is that form of leadership in which roles and responsibilities are distributed across teachers, each holding a sense of mutual accountability and collective ownership (Islam et al., 2024). In this case, opposite to the traditional forms of top-down leadership models, shared leadership gives teachers an opportunity to contribute in decision-making processes and take active roles in shaping school policies and practices. This approach realizes that leadership is not confined to the administrators themselves but a collective process in which educators work together to achieve a common purpose.

While the advantages of involving teachers in supervisory management cannot be overemphasized, its implementation is a challenge to most schools. In some instances, school principals centralize authority, with teachers having little or no roles in decision-making (Teena et al., 2024). In addition, Msuya and Mwila (2023) argue that micromanaging tends to create inefficiencies, low teacher morale, and lost opportunities for leadership development. Besides, differences in degrees of support and training also make gaps in supervisory and administrative teacher development. Research indicates that patterns of distributed leadership are crucial to influence school effectiveness but most schools cannot implement the model fully (Baltazar & Orongan, 2024; Eyana et al., 2024; Aka et al., 2023; Abrera, 2020).

To close these gaps, schools need to employ proactive methods of fostering productive teacher leadership. For instance, making explicit the policies regarding the supervisory roles of teachers, training programs in leadership development have to be institutionalized so that the teachers would be provided with competencies as well as self-assurance required to assume supervisory roles. Secondly, shifting away from micromanagement and adopting more participative leadership would give rise to a culture wherein the teachers feel valued, incentivized, and supported to become leaders.

This study attempted to establish the extent of teacher involvement in management and supervisory functions under the direction of school heads. It hopes to establish areas of gaps that can be identified and the degree to which teacher involvement leads to school effectiveness. Understanding how teacher involvement happens, this study hopes to contribute to the enhancement of leadership practices to accelerate teacher professional development and school accomplishment.

II. METHODOLOGY

The study utilised a single-case study study design to study the degree with which eight of the Malaybalay City Division District 10 school heads involve teachers in the management and supervision tasks. Applying Merriam's constructivist design, the research acknowledged the fact that leadership behaviors are mediated by people's subjective experience as well as work environment. Collection of data involved face-to-face in-depth interviewing using open-ended questions and being audio-recorded and transcribed verbatim. Respondents were purposively selected on the basis of criteria such as a minimum experience of three years and frequent participation in leadership activities. Data were analyzed through open coding, axial coding, and selective coding to discover patterns and themes. Ethical standards were followed stringently, including informed consent, confidentiality, and voluntary participation. Techniques such as member checking, triangulation, and reflexivity were used in order to assure the validity of the study and gain an objective, systematic interpretation of school heads' experiences.

III. RESULTS AND DISCUSSION

Problem 1. How do school heads engage the teachers in supervisory and management roles?

Significant Statements	Open Coding (Key Concepts)	Axial Coding (Categories)	Selective Coding (Emergent Themes)
"I involve teachers in creating policies by holding collaborative meetings where their insights and experiences are valued." (P3)	Teacher participation in policy-making	Collaborative leadership and shared decision-making	***Shared Leadership***
"I encourage feedback through regular surveys and focus groups, ensuring that teachers can share their perspectives on school management." (P5)	Establishing feedback mechanisms		
"I promote shared leadership by assigning teachers to committees, allowing them to take active roles in decision-making processes." (P7)	Leadership delegation among teachers		
"I hold regular meetings where teachers can discuss and vote on important issues." (P1)	Encouraging teacher involvement in discussions	Creating open platforms for decision-making	
"I implement a suggestion box system, allowing teachers to anonymously share their ideas." (P3)	Providing anonymous feedback options		
"I organize professional learning communities where teachers collaboratively tackle challenges and propose solutions." (P6)	Establishing professional learning networks		
"I provide mentorship programs pairing experienced leaders with new supervisors." (P2)	Mentorship for leadership development	Leadership development through mentorship and training	***Peer Support and Mentorship***
"I offer training workshops focused on leadership skills and management practices." (P3)	Leadership skill-building		
"I create peer support groups where teachers can share experiences and challenges." (P6)	Establishing peer collaboration		
"I implement a phased transition plan that gradually introduces teachers to supervisory tasks." (P8)	Structured transition into leadership roles		
"I conduct surveys to gather teacher feedback on their experiences and challenges in their roles." (P1)	Collecting teacher feedback	Using data-driven insights for school improvement	***Reflective Assessment***

"I hold reflective meetings after major projects to discuss what worked and what didn't." (P3)	Conducting post-activity reflections		
"I track performance metrics related to teacher engagement and leadership outcomes." (P4)	Monitoring teacher engagement levels		
"I use the insights gained to adjust training programs and support mechanisms for teachers." (P8)	Using data to refine leadership strategies		

Theme (1): Shared Leadership

One of the most prominent strategies employed by school heads to engage teachers in supervisory and management roles is shared leadership and responsibility. This approach recognizes that leadership is not confined to school heads alone but is distributed among teachers, allowing them to participate in key decision-making processes. Participants highlighted the importance of collaborative leadership in their responses. One school head stated,

"I involve teachers in creating policies by holding collaborative meetings where their insights and experiences are valued" (P3).

Another participant emphasized fostering a culture of shared governance, saying,

"I promote shared leadership by assigning teachers to committees, allowing them to take active roles in decision-making processes" (P7).

Similarly, one school leader highlighted the importance of continuous teacher engagement:

"I encourage feedback through regular surveys and focus groups, ensuring that teachers can share their perspectives on school management" (P5).

These responses demonstrate that school heads actively create opportunities for teachers to contribute, reinforcing a culture of collaboration and responsibility.

Studies support the significance of shared leadership in school management. According to Cai et al. (2022), distributing leadership roles among teachers fosters a sense of ownership and accountability, leading to better school outcomes. Similarly, García-Martínez et al. (2021) and Esllera & Escala (2024) emphasize that teacher participation in decision-making increases motivation and professional fulfillment, ultimately improving student performance. Research by Salahuddin et al. (2018); Leeuwen and Janssen (2019) and Ike (2020) also highlight that when teachers are empowered in leadership roles, they develop a stronger commitment to institutional goals, which enhances overall school effectiveness. Shurr et al. (2021) and Galdames-Calderon (2023) further suggest that shared leadership fosters a more inclusive and supportive work environment, reducing teacher burnout and increasing job satisfaction.

Theme (2): Peer Support and Mentorship

Another key strategy that school heads use to engage teachers in supervisory and management roles is collaborative problem-solving. This approach fosters a culture where teachers actively participate in addressing school challenges, offering solutions, and engaging in meaningful discussions that shape school policies and operations. Participants emphasized that involving teachers in problem-solving efforts makes them feel valued and encourages proactive engagement. One school head shared,

"I hold regular meetings where teachers can discuss and vote on important issues" (P1).

Another participant mentioned,

"I organize professional learning communities where teachers collaboratively tackle challenges and propose solutions" (P6).

Additionally, some school heads provide opportunities for anonymous input to ensure open communication. As one participant noted,

"I implement a suggestion box system, allowing teachers to anonymously share their ideas" (P3).

These responses indicate that collaborative platforms enable teachers to voice their concerns and actively contribute to school improvements.

The concept of collaborative problem-solving is widely supported in educational research. Patrick (2022) and Marey (2020) argue that fostering teacher collaboration in decision-making leads to more innovative and sustainable solutions to school challenges. When teachers work together, they bring diverse perspectives, which enhances critical thinking and solution development. Furthermore, Schaik et al. (2020); Islam et al. (2024); and Liu & Werblow (2019) highlight that collaborative environments increase teachers' sense of responsibility and ownership, making them more invested in the success of school programs. Research also shows that when teachers engage in structured problem-solving discussions, they develop stronger communication and leadership skills, contributing to a more dynamic school culture (Salundaguit & Peñas, 2019; Alhassan & Alhassan, 2022; Li et al., 2022; Weber et al., 2018).

Theme (3): Reflective Assessment

A critical strategy that school heads employ to engage teachers in supervisory and management roles is peer support and mentorship. This approach ensures that teachers receive guidance and encouragement from experienced colleagues, allowing them to transition into leadership roles with confidence. School heads recognize the importance of structured mentorship programs, training workshops, and peer collaboration in preparing teachers for supervisory responsibilities. One participant shared,

"I provide mentorship programs pairing experienced leaders with new supervisors" (P2), emphasizing the role of seasoned educators in guiding less experienced teachers.

Another school head stated,

"I offer training workshops focused on leadership skills and management practices" (P3), highlighting the need for structured learning opportunities to develop leadership capabilities.

Additionally, some school leaders foster peer support networks where teachers can share their experiences and challenges. As one participant noted,

"I create peer support groups where teachers can discuss their struggles and learn from one another" (P6).

These initiatives demonstrate how mentorship and peer collaboration contribute to teacher development and leadership preparation.

The significance of peer support and mentorship is well-documented in educational research. Martinot et al. (2022) and Esllera and Escala (2024) emphasize that mentorship fosters a sense of belonging and professional confidence among teachers, leading to increased engagement in leadership roles. Brock and Carter (2016) further argue that structured peer mentorship enhances teachers' problem-solving skills and encourages professional growth, ultimately benefiting school leadership. Meanwhile, Daniels et al. (2020) emphasize that mentorship programs not only facilitate the development of individual teachers but also enhance collaboration across the entire school, fostering a more cohesive and effective teaching community (Shan and Chen, 2022); Jung & Sheldon, 2020; Lahoylahoy et al., 2024; Encanto, 2021; Ghanney & Nuobalee, 2021).

Problem 2: What framework can be derived from the engagement of teachers in the supervisory and management roles of school heads?
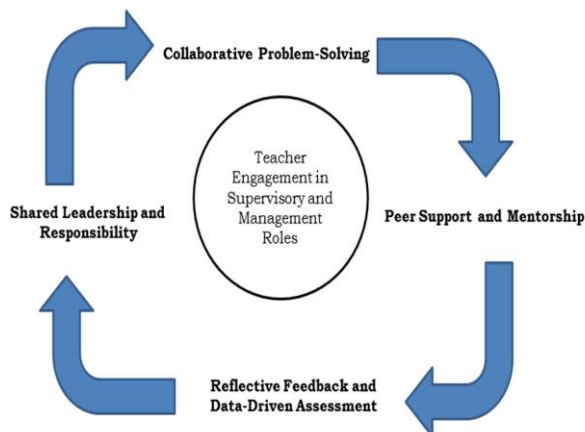
IV. Conclusion

This study highlights the crucial role of school heads in engaging teachers in supervisory and management responsibilities, emphasizing that effective leadership strategies foster teacher empowerment and active participation in school governance. Through shared leadership, collaborative problem-solving, peer mentorship, and reflective feedback, teachers are not only given a voice in decision-making but are also equipped with the necessary skills to take on leadership roles. The findings reinforce that when school heads implement structured and inclusive engagement strategies, teachers develop a stronger sense of professional ownership, motivation, and commitment to continuous school improvement. Furthermore, the proposed Teacher Engagement Framework demonstrates how these strategies interconnect to build a sustainable culture of leadership within schools. Ultimately, the study underscores that empowering teachers as leaders leads to a more dynamic, responsive, and collaborative school environment, benefiting both educators and students.

V. Recommendations

Based on the findings of this study, several practical recommendations are proposed to enhance teacher engagement in supervisory and management roles. School heads should institutionalize shared leadership by creating structured opportunities for teachers to contribute to decision-making processes, such as forming committees, conducting regular consultations, and implementing open feedback mechanisms. Professional learning communities and structured mentorship programs should be strengthened to provide continuous leadership development, ensuring that teachers receive the necessary guidance and support as they transition into supervisory roles.

Additionally, school heads should adopt a data-driven approach by systematically gathering and analyzing feedback through surveys, reflective meetings, and performance assessments to refine leadership strategies and address challenges effectively. Lastly, schools should foster a culture of collaboration by encouraging teamwork, problem-solving discussions, and peer coaching, ensuring that teachers feel valued and motivated to take on leadership responsibilities. By implementing these strategies, schools can create a more engaged, empowered, and proactive teaching workforce, ultimately contributing to overall school improvement and student success.

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