

Principal Supervisory Practices and Their Relationship on Teachers' Engagement and Achievement: Insights for Developing Effective Program

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Abstract— This study employed the descriptive-evaluative research design. Gathering information on a phenomenon that may or may not be measurable through observation, interviews, open-ended survey questions, and closed-ended scales is known as descriptive evaluative research. The goal of the study is to compare the findings to a set of established or proposed criteria. Consequently, the researcher believes it to be the most effective method. He was interested in the supervision practices of public-school principals. As decided by the Victoria District, Division of Laguna principles. The focus of this study was on 150 teachers from three schools within the Victoria Sub Office of the Division of Laguna for the school year 2024-2025. To determine the appropriate number of teacher respondents from each school, the study utilized Yamane's formula. Additionally, a stratified random sampling method was employed, utilizing the fishbowl technique to select school heads and teachers from each participating school. Based on the study teacher involvement and success within the school environment are exceptionally positive, as demonstrated by the extremely high rates of teacher participation, ongoing development, goal orientation, flexibility, collaboration, and their accomplishments regarding awards, recognition, advanced degrees, and research contributions.

Keywords— Supervisory skills, teaching engagement, achievement.

I. INTRODUCTION

The importance of school leadership in promoting teacher engagement and improving performance is becoming more widely acknowledged in today's educational environment. As the backbone of school administration, principals are essential in directing, inspiring, and overseeing teachers, all of which have an effect on student performance and the success of the school as a whole. Their methods of supervision are crucial for maintaining instructors' passion and dedication to their jobs as well as for fostering an atmosphere that supports professional development.

Improving teacher effectiveness and engagement is essential for student achievement and the general advancement of the school, and it is greatly aided by effective school leadership. Educational systems around the world have realized in recent years how crucial principal supervisory techniques are to creating an atmosphere where teachers feel empowered, encouraged, and supported to provide high-quality instruction. A healthy and effective work culture is facilitated by a variety of supervisory methods, such as

providing emotional support, professional development opportunities, and instructional direction. The researcher is personally concerned by issues about how the school heads carry out their responsibilities as perceived by their subordinates. The researcher is inundated with theories about whether teachers can see what school heads do.

Beyond administrative oversight, principal supervision is important in educational institutions because it includes the application of tactics that foster teacher engagement, which is crucial to both student outcomes and teacher effectiveness. Higher levels of teacher motivation, work satisfaction, and a sense of purpose have been associated with supervisory techniques such providing frequent feedback, supporting teaching strategies, and encouraging a collaborative environment. Principals can create a school culture that thrives on ongoing development and common objectives by concentrating on procedures that put teachers' professional growth and well-being first.

The purpose of this study is to investigate the particular supervisory practices used by administrators that have a major influence on the performance and engagement of teachers. It investigates the dynamics of leadership actions and how they result in observable enhancements to the caliber of instruction. Gaining knowledge of these techniques can help educational leaders improve their strategies for developing a workforce of empowered teachers, which will support a strong and efficient educational system.

1.1 Statement of the Problem

Problem/s which were addressed by the research

Specifically, the study aims to answer the following questions:

1. What is the level of the principal supervisory practices in terms of:
 - 1.1 Instructional leadership;
 - 1.2 Collaborative Decision Making;
 - 1.3 Professional Development;
 - 1.4 Supportive Feedback and Coaching;
 - 1.5 Parents and Community Engagement;
2. What is the level Teachers Engagement in terms of:
 - 2.1 Active Participation;
 - 2.2 Continuous Improvement;

- 2.3 Goal Setting;
- 2.4 Adaptability;
- 2.5 Fostering Teamwork;
- 3. What is the level Teachers Achievement in terms of:
 - 3.1 Awards and Recognition;
 - 3.2 Advance Degree;
 - 3.3 Research and Publication;
- 4. Is there a significant relationship between the extent of principal supervisory practices and teacher’s engagement?
- 5. Is there a significant relationship between the extent of principal supervisory practices and teacher’s academic achievement?

II. METHODOLOGY

This study employed the descriptive-evaluative research design. Gathering information on a phenomenon that may or may not be measurable through observation, interviews, open-ended survey questions, and closed-ended scales is known as descriptive evaluative research. . The focus of this study was on 150 teachers from three schools within the Victoria Sub Office of the Division of Laguna for the school year 2024-2025. To determine the appropriate number of teacher respondents from each school, the study utilized Yamane’s formula. Additionally, a stratified random sampling method was employed, utilizing the fishbowl technique to select school heads and teachers from each participating school.

III. RESULTS AND DISCUSSION

This chapter presented the different results and discussed the results from treating the data gathered in this study. All specific questions in Chapter 1 under the statement of the problem were answered in this chapter supported by tables. It presents the data gathered about the significant relationship between principal supervisory practices, and Teachers Engagement, Achievement. In particular, the study sought to address the following:

Level of principal supervisory practices

In this study, the level of principal supervisory practices refers to Instructional leadership, Collaborative Decision Making, Professional Development, Supportive Feedback and Coaching, and Parents and Community Engagement.

From the standpoint of the respondents, the tables below display the statement, mean, standard deviation, comments, and verbal interpretation.

The highest mean score of 4.83 was observed in the statement, "Conducts regular classroom observations to assess and improve instructional practices.". The lowest mean score, 4.78, was recorded in three areas: "Provides adequate resources and support for instructional improvement," The weighted mean of 4.79 with a standard deviation of 0.41 is interpreted as Very High. This suggests that, overall, the school leadership is perceived as highly effective in communicating the school’s vision, supporting teachers, and improving instructional practices. The consistency of high ratings across all categories reflects a strong and positive perception of the school leader’s role. This implies that school leadership is excelling in various aspects, with classroom

observations being the most well-regarded practice. While all areas received high ratings, further strengthening resource allocation, data-driven decision-making, and instructional modeling could enhance leadership effectiveness even further.

The table shows the Level of principal supervisory practices in terms of Instructional leadership

TABLE 1. Level of principal supervisory practices in terms of Instructional leadership

Principal...	Mean	SD	Remarks
...communicates effectively in the school’s vision and educational goals to all staff.	4.79	0.41	Strongly Agree
...conducts regular classroom observations to assess and improve instructional practices	4.83	0.37	Strongly Agree
...provides adequate resources and support for instructional improvement.	4.78	0.41	Strongly Agree
...uses student performance data effectively to inform instructional decisions.	4.78	0.41	Strongly Agree
...models effective instructional practices during staff meetings and professional development sessions.	4.78	0.43	Strongly Agree
Weighted Mean	4.79		
SD	0.41		
Verbal Interpretation	Very High		

In their research article "The Impact of Transformational Leadership on Student Engagement," Leithwood and Jantzi (2021) describe instructional leadership as “a form of leadership that focuses primarily on the educational aspects of school management, specifically emphasizing the need for leaders to engage with teachers and support their instructional practices to enhance student learning.” They highlight the collaborative aspect of instructional leadership.

The highest mean score of 4.83 was observed in the statement, "Conducts regular classroom observations to assess and improve instructional practices.". The lowest mean score, 4.78, was recorded in three areas: "Provides adequate resources and support for instructional improvement," The weighted mean of 4.79 with a standard deviation of 0.41 is interpreted as Very High. This suggests that, overall, the school leadership is perceived as highly effective in communicating the school’s vision, supporting teachers, and improving instructional practices. The consistency of high ratings across all categories reflects a strong and positive perception of the school leader’s role. This implies that school leadership is excelling in various aspects, with classroom observations being the most well-regarded practice. While all areas received high ratings, further strengthening resource allocation, data-driven decision-making, and instructional modeling could enhance leadership effectiveness even further.

In their research titled "The Role of Collaborative Decision-Making in School Improvement," González and Saavedra (2021) describe collaborative decision-making as “the practice of engaging various stakeholders, including teachers, administrators, and community members, in the decision-making process to enhance educational outcomes and foster a sense of ownership among participants.” They highlight the effectiveness of collaboration in achieving shared goals.

Table 2 shows the level of principal supervisory practices in terms of collaborative decision-making.

TABLE 2. Level of principal supervisory practices in terms of Collaborative Decision Making

Principal...	Mean	SD	Remarks
...involves teachers and staff in the decision-making process for school initiatives and policies.	4.81	0.44	Strongly Agree
...encourages open communication and discussions among staff members when making decisions.	4.76	0.46	Strongly Agree
...believes in sharing leadership responsibilities with my team to foster collaborative decision-making...	4.77	0.44	Strongly Agree
...seeks feedback from teachers and staff before making significant decisions that affect the school.	4.75	0.45	Strongly Agree
...manages conflicts that arise during the collaborative decision-making process.	4.72	0.46	Strongly Agree
Weighted Mean	4.76		
SD	0.45		
Verbal Interpretation	Very High		

The highest mean score of 4.81 was observed in the statement, "Involves teachers and staff in the decision-making process for school initiatives and policies." The lowest mean score, 4.72, was recorded in the statement, "Manages conflicts that arise during the collaborative decision-making process." While this area received the lowest rating among the listed aspects, it still falls within the Strongly Agree category. The weighted mean of 4.76 with a standard deviation of 0.45 is interpreted as Very High. This signifies that the school head is widely perceived as an excellent leader who fosters an inclusive decision-making culture. The staff acknowledges the leader's efforts in promoting open communication, teamwork, and shared responsibilities in governance. This implies that the school head is highly effective in engaging staff in decision-making processes, particularly in policy formulation and communication. While all areas received high ratings, continuous improvement in conflict resolution strategies could further enhance the collaborative leadership approach.

Table 3 shows the level of principal supervisory practices in terms of professional development.

TABLE 3. Level of principal supervisory practices in terms of Professional Development

Principal...	Mean	SD	Remarks
...believes that the professional development opportunities provided have a positive impact on student learning outcomes.	4.79	0.41	Strongly Agree
...provides ongoing support and resources to teachers after they participate in professional development activities to ensure effective implementation.	4.77	0.46	Strongly Agree
...promotes collaborative professional development experiences that allow teachers to learn from each other.	4.77	0.42	Strongly Agree
...seeks feedback from teachers regarding the effectiveness and relevance of professional development programs.	4.79	0.43	Strongly Agree
...encourages and facilitate teacher participation in professional development activities.	4.79	0.41	Strongly Agree
Weighted Mean	4.78		
SD	0.43		
Verbal Interpretation	Very High		

The highest mean score of 4.79 was observed in three statements: "Believes that the professional development opportunities provided have a positive impact on student learning outcomes," "Seeks feedback from teachers regarding the effectiveness and relevance of professional development programs," and "Encourages and facilitates teacher participation in professional development activities." The lowest mean score, 4.77, was recorded in two statements: "Provides ongoing support and resources to teachers after they participate in professional development activities to ensure effective implementation," and "Promotes collaborative professional development experiences that allow teachers to learn from each other." The weighted mean of 4.78 with a standard deviation of 0.43 is interpreted as Very High. This suggests that the principal's supervisory practices in professional development are seen as highly effective. The ratings reflect strong agreement that the school head is committed to teacher growth, ensuring that professional development initiatives are impactful and aligned with instructional needs.

In their article "Professional Development for School Leaders: Trends and Challenges," Davis and Wilson (2020) define professional development of principals as "a continuous learning process aimed at enhancing the leadership skills and instructional practices of school administrators, enabling them to effectively lead their schools towards improved educational outcomes Desimone, L. M. (2019). "Enhancing Impact Studies of Teachers' Professional Development: Towards Better Conceptualizations and Measures." Educational Researcher:

Table 4 shows the Level of principal supervisory practices in terms of supportive feedback and coaching.

TABLE 4. Level of principal supervisory practices in terms of Supportive Feedback and Coaching

Principal...	Mean	SD	Remarks
...creates a supportive environment where teachers feel comfortable discussing their challenges and seeking help.	4.78	0.45	Strongly Agree
...offers coaching opportunities to teachers to help them enhance their instructional skills.	4.74	0.47	Strongly Agree
...holds follow-up discussions with teachers after providing feedback to discuss their progress and address any concerns.	4.79	0.41	Strongly Agree
...encourages teachers to engage in self-reflection about their teaching practices as part of the feedback process	4.78	0.41	Strongly Agree
...tailors teacher feedback and coaching strategies to meet the individual needs of each teacher.	4.73	0.45	Strongly Agree
Weighted Mean	4.76		
SD	0.44		
Verbal Interpretation	Very High		

The highest mean score of 4.79 was recorded for the statement: "Holds follow-up discussions with teachers after providing feedback to discuss their progress and address any concerns." This suggests that the school head places a strong emphasis on continuous teacher support and improvement. Meanwhile, the lowest mean score of 4.73 was observed in the statement: "Tailors teacher feedback and coaching strategies

to meet the individual needs of each teacher.” Although slightly lower, this still indicates strong agreement among respondents regarding the principal’s efforts in providing personalized guidance. With a weighted mean of 4.76 and a standard deviation of 0.44, the principal’s supervisory practices in Supportive Feedback and Coaching are interpreted as Very High. This implies that the school leadership is highly effective in fostering a supportive environment where teachers feel encouraged to seek help, reflect on their teaching, and improve their instructional skills through feedback and coaching. The results highlight the principal’s commitment to teacher development and instructional excellence.

Level of Principal Supervisory Practices

In this study, the level of Principal Supervisory Practices refers to Instructional leadership, Collaborative Decision Making, Professional Development, Supportive Feedback and Coaching, and Parents and Community Engagement

The following tables show the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

Table 5 shows Level of principal supervisory practices in terms of Parents and Community Engagement.

TABLE 5. Level of principal supervisory practices in terms of Parents and Community Engagement

Principal...	Mean	SD	Remarks
...believes that strong parent and community engagement positively impacts student success and school improvement.	4.84	0.43	Strongly Agree
...involves parents in decision-making processes that affect their children’s education.	4.78	0.41	Strongly Agree
...provides resources and support to families to help them navigate educational challenges.	4.73	0.42	Strongly Agree
...recognizes and celebrate the contributions of parents and community members to the school.	4.79	0.41	Strongly Agree
...collaborates with community organizations to enhance educational opportunities for students.	4.78	0.42	Strongly Agree
Weighted Mean	4.78		
SD	0.42		
Verbal Interpretation	Very High		

The highest mean score of 4.84 was recorded for the statement: “Believes that strong parent and community engagement positively impacts student success and school improvement.” This indicates that the school head strongly values the role of parents and the community in enhancing student learning and school development. The lowest mean score of 4.73 was observed in the statement: “Provides resources and support to families to help them navigate educational challenges.” While slightly lower, this still reflects strong agreement among respondents regarding the principal’s commitment to assisting families in overcoming academic-related difficulties. With a weighted mean of 4.78 and a standard deviation of 0.42, the principal’s supervisory practices in Parents and Community Engagement are interpreted as Very High. This suggests that the school head actively fosters collaboration with parents and the broader

community, ensuring their involvement in decision-making, resource provision, and student development initiatives.

Level of Teachers Engagement

In this study, the level of Teachers Engagement refers to Active Participation, Continuous Improvement, Goal Setting, Adaptability, and Fostering Teamwork.

The following tables show the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

Table 6 shows the Level of Teachers Engagement in terms of Active Participation.

TABLE 6. Level of Teachers Engagement in terms of Active Participation

The Teachers...	Mean	SD	Remarks
...participates actively in planning and organizing school programs and events.	4.80	0.40	Strongly Agree
...enthusiastic about volunteering for extracurricular activities and committees.	4.72	0.45	Strongly Agree
...contributes creative ideas to improve and enhance school programs.	4.75	0.43	Strongly Agree
...engages actively in professional learning communities to support school programs.	4.73	0.45	Strongly Agree
...chooses programs offered are aligned with the school’s educational goals and objectives.	4.70	0.48	Strongly Agree
Weighted Mean	4.74		
SD	0.44		
Verbal Interpretation	Very High		

The highest mean score of 4.80 was observed in the statement: “Participates actively in planning and organizing school programs and events.” This suggests that teachers are highly engaged in school activities, demonstrating strong commitment to institutional initiatives. The lowest mean score of 4.70 was recorded for the statement: “Chooses programs offered that are aligned with the school’s educational goals and objectives.” While slightly lower, this still indicates strong agreement that teachers are mindful of aligning their participation with the school’s mission. Teachers’ involvement in Active Participation is considered to be Very High, with a weighted average of 4.74 and a standard deviation of 0.44. This implies that teachers are proactive contributors to school programs, actively involved in extracurricular activities, and dedicated to collaborative professional learning. Their strong engagement reinforces a culture of shared responsibility and commitment to school improvement. If teachers are able to participate effectively in problem solving and activities geared towards the development of advancements in teaching and guidance, whether formally or informally, learning is made easier. In contrast to administrative issues, teachers have favorable attitudes regarding participation in school decision-making pertaining to curricular, pedagogical, and instructional matters.

Table 7 shows the Level of Teachers Engagement in terms of Continuous Improvement.

The highest mean score of 4.72 was observed in the statements: “Regularly seek professional development opportunities to enhance my teaching skills” and “Balances professional growth with personal well-being to maintain effectiveness as an educator.” These results indicate that

teachers are committed to both their professional growth and personal well-being, demonstrating a strong sense of responsibility for continuous improvement. The lowest mean score of 4.70 was recorded for the statement: “Reflects on my teaching practices to identify areas for improvement.” While slightly lower, this still indicates strong agreement that teachers are engaged in self-reflection to enhance their teaching effectiveness. With a weighted mean of 4.71 and a standard deviation of 0.46, teachers’ engagement in terms of Continuous Improvement is interpreted as Very High. This suggests that teachers are deeply committed to ongoing development through seeking feedback, embracing constructive criticism, and reflecting on their practices, contributing to their growth and overall effectiveness in the classroom.

TABLE 7. Level of Teachers Engagement in terms of Continuous Improvement

The Teachers...	Mean	SD	Remarks
...regularly seek professional development opportunities to enhance my teaching skills.	4.72	0.45	Strongly Agree
...reflects on my teaching practices to identify areas for improvement.	4.70	0.46	Strongly Agree
...actively seek feedback from colleagues, students, and administrators to improve my performance.	4.71	0.50	Strongly Agree
...open to constructive criticism and use it to develop my skills further.	4.71	0.46	Strongly Agree
...balances professional growth with personal well-being to maintain effectiveness as an educator.	4.72	0.45	Strongly Agree
Weighted Mean	4.71		
SD	0.46		
Verbal Interpretation	Very High		

Table 8 shows the Level of Teachers Engagement in terms of Goal Setting.

TABLE 8. Level of Teachers Engagement in terms of Goal Setting

The Teachers...	Mean	SD	Remarks
...sets specific, measurable, achievable, relevant, and time-bound (SMART) goals for my professional or personal development.	4.79	0.41	Strongly Agree
...align goals with the broader objectives of the school and community.	4.74	0.45	Strongly Agree
...creates actionable steps to achieve the goals I set for myself.	4.72	0.47	Strongly Agree
...regularly monitor and assess my progress toward meeting my goals.	4.74	0.44	Strongly Agree
...adjusts my goals when circumstances change or new priorities arise	4.72	0.45	Strongly Agree
Weighted Mean	4.74		
SD	0.44		
Verbal Interpretation	Very High		

The highest mean score of 4.79 was recorded for the statement: “Sets specific, measurable, achievable, relevant, and time-bound (SMART) goals for my professional or personal development.” This indicates that teachers are highly committed to setting clear and structured goals to guide their professional and personal growth. The lowest mean score of 4.72 was observed in the statements: “Creates actionable steps to achieve the goals I set for myself” and “Adjusts my goals when circumstances change or new priorities arise.” While

slightly lower, these results still reflect strong agreement that teachers are proactive in making adjustments and taking concrete actions to achieve their goals. With a weighted mean of 4.74 and a standard deviation of 0.44, teachers' engagement in Goal Setting is interpreted as Very High. This suggests that teachers consistently set well-defined goals, align them with school and community objectives, and regularly assess and adjust their progress, demonstrating a focused and strategic approach to their professional development. High turnover rates are a constant challenge in education since they can disturb school environments and impede student performance. Effective CPD programs may have a favorable impact on teacher retention, according to an increasing amount of data Darling-Hammond (2020) noted that professional development opportunities that provide relevant content, sustained engagement, and collaborative learning experiences can lead to improved job satisfaction and commitment to the profession.

Table 9 shows the Level of Teachers Engagement in terms of Adaptability

TABLE 9. Level of Teachers Engagement in terms of Adaptability

The Teachers...	Mean	SD	Remarks
...encourages and model adaptability for my students in the face of change.	4.78	0.41	Strongly Agree
...seeks opportunities to learn new skills that help me adapt to evolving educational demands.	4.78	0.41	Strongly Agree
...view changes as an opportunity for growth rather than a challenge to overcome.	4.75	0.44	Strongly Agree
...adjusts my teaching strategies to meet the diverse needs of my students.	4.74	0.44	Strongly Agree
...remains flexible and open to changes in school policies or procedures.	4.72	0.45	Strongly Agree
Weighted Mean	4.75		
SD	0.43		
Verbal Interpretation	Very High		

The highest mean score of 4.78 was recorded for the statements: “Encourages and models adaptability for my students in the face of change” and “Seeks opportunities to learn new skills that help me adapt to evolving educational demands.” These results suggest that teachers are highly proactive in demonstrating and enhancing adaptability, both for themselves and their students, in response to change. The lowest mean score of 4.72 was observed in the statement: “Remains flexible and open to changes in school policies or procedures.” While slightly lower, this still reflects strong agreement that teachers are receptive to changes within the school environment. With a weighted mean of 4.75 and a standard deviation of 0.43, teachers' engagement in Adaptability is interpreted as Very High. This indicates that teachers are well-equipped to navigate change, adjust their teaching strategies to meet student needs, and remain flexible in response to evolving educational demands, fostering an environment of continuous growth and development.

Accordingly, the first aim of this article is to discuss adaptability and its role for beginning teachers as they make the transition into the profession. The second aim is to present practical strategies for cultivating adaptability in pre-service teacher educational psychology courses. In fact, it's especially

crucial to cultivate flexibility throughout pre-service teacher education programs since it might be a way to get prospective teachers ready for the ever-changing requirements of the classroom (e.g. AITSL, 2016; House of Commons, 2018).

Table 10 shows the Level of Teachers Engagement in terms of Fostering Teamwork.

TABLE 10. Level of Teachers Engagement in terms of Fostering Teamwork

The Teachers...	Mean	SD	Remarks
...helps build trust and mutual respect among team members.	4.76	0.44	Strongly Agree
...actively participates in team-building activities to strengthen relationships with my colleagues.	4.77	0.42	Strongly Agree
...encourages and mentor others in developing their teamwork skills.	4.74	0.47	Strongly Agree
...fosters positive and inclusive environment that promotes teamwork and collaboration.	4.75	0.45	Strongly Agree
...willingly take on shared responsibilities to ensure the success of school programs and activities.	4.78	0.41	Strongly Agree
Weighted Mean	4.76		
SD	0.44		
Verbal Interpretation	Very High		

The highest mean score of 4.78 was recorded for the statement: "Willingly take on shared responsibilities to ensure the success of school programs and activities." This indicates that teachers are highly committed to collaborative efforts, taking shared responsibility for the success of school initiatives. The lowest mean score of 4.74 was observed for the statement: "Encourages and mentors others in developing their teamwork skills." While slightly lower, this still reflects strong agreement that teachers support each other in building teamwork capabilities. With a weighted mean of 4.76 and a standard deviation of 0.44, teachers' engagement in Fostering Teamwork is interpreted as Very High. This suggests that teachers are highly effective in promoting trust, collaboration, and a positive team environment, actively participating in team-building activities, and working together to ensure the success of school programs and activities.

Level of Teachers Achievement

In this study, the level of Teachers Achievement refers to Awards and Recognition, Advance Degree, and Research and Publication

The following tables show the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

Table 11 shows the Level of Teachers Achievement in terms of Awards and Recognition.

The highest mean score of 4.72 was recorded for the statement: "Believes that recognition plays a crucial role in fostering a positive school culture and enhancing teacher engagement." This indicates that teachers strongly value recognition as an essential element in creating a positive and motivating school environment. The lowest mean score of 4.66 was observed for the statement: "Feels supported by my peers in recognizing each other's accomplishments and efforts." While slightly lower, it still shows a high level of agreement that peer recognition is valued, albeit with some room for improvement in peer support. With a weighted mean

of 4.69 and a standard deviation of 0.47, teachers' achievement in terms of Awards and Recognition is interpreted as Very High. This suggests that teachers feel highly acknowledged for their work, believe the recognition process is fair and equitable, and see it as a key factor in fostering a positive school culture and improving engagement.

TABLE 11. Level of Teachers Achievement in terms of Awards and Recognition

The Teachers...	Mean	SD	Remarks
...have access to various opportunities for recognition and rewards for my work.	4.70	0.48	Strongly Agree
...believes that the recognition and rewards provided by the school are fair and equitable for all teachers.	4.70	0.46	Strongly Agree
...feels supported by my peers in recognizing each other's accomplishments and efforts.	4.66	0.48	Strongly Agree
...believes that the recognition and rewards provided by the school are fair and equitable for all teachers.	4.70	0.46	Strongly Agree
...believes that recognition plays a crucial role in fostering a positive school culture and enhancing teacher engagement.	4.72	0.45	Strongly Agree
Weighted Mean	4.69		
SD	0.47		
Verbal Interpretation	Very High		

Shuck, B., & R. J. Zigarmi (2021) in this study explored the relationship between employee engagement and recognition practices in organizations. Results showed that organizations that implement systematic recognition programs see higher levels of employee engagement, which in turn leads to improved productivity and lower turnover rates. The authors emphasize that recognition within organizations should be both sincere and aligned with the core values of the company. Sincere recognition ensures that employees feel genuinely valued for their contributions, which in turn boosts morale and encourages continued high performance. When recognition is aligned with company values, it reinforces the behaviors and attitudes that are important to the organization's culture and goals.

Table 12 shows the Level of Teachers Achievement in terms of Advance Degree.

TABLE 12. Level of Teachers Achievement in terms of Advance Degree

The Teachers...	Mean	SD	Remarks
...believes that obtaining an advanced degree is valuable for my professional growth as a teacher.	4.70	0.46	Strongly Agree
...feels that my advanced degree enhances my teaching effectiveness and instructional practices...	4.68	0.47	Strongly Agree
...believes that having an advanced degree positively impacts my opportunities for career advancement.	4.66	0.47	Strongly Agree
...feels that having an advanced degree is recognized and valued by my peers and school community.	4.66	0.50	Strongly Agree
...believes that my advanced degree contributes to improved student learning outcomes in my classroom.	4.65	0.48	Strongly Agree
Weighted Mean	4.67		
SD	0.48		
Verbal Interpretation	Very High		

The highest mean score of 4.70 was recorded for the statement: “Believes that obtaining an advanced degree is valuable for my professional growth as a teacher.” This indicates that teachers strongly recognize the importance of advanced degrees for their professional development. The lowest mean score of 4.65 was observed for the statement: “Believes that my advanced degree contributes to improved student learning outcomes in my classroom.” While slightly lower, it still reflects strong agreement that an advanced degree is perceived as beneficial in enhancing teaching effectiveness. With a weighted mean of 4.67 and a standard deviation of 0.48, teachers' achievement in terms of Advanced Degree is interpreted as Very High. This suggests that teachers value the acquisition of advanced degrees for professional growth, teaching effectiveness, career advancement, and overall recognition in the school community. The results reflect a strong belief that advanced degrees play a crucial role in enhancing both personal and student success.

Hout, M., & C. J. Rosen (2020) in their analysis of educational attainment and labor market outcomes, the authors found that individuals with advanced degrees experience lower unemployment rates and higher earning potential over their lifetimes. The study emphasizes the long-term economic benefits associated with pursuing higher education.

Table 13 shows the Level of Teachers Achievement in terms of Research and Publication.

The highest mean score of 4.61 was recorded for the statement: “Believes that conducting research is an essential part of my professional development as a teacher.” This indicates that teachers strongly value research as a critical component of their professional growth and development. The lowest mean score of 4.54 was observed for the statement: “Believes that my research contributes to improved student learning outcomes in my classroom.” While slightly lower, this still reflects strong agreement that research is viewed as beneficial for enhancing classroom outcomes. With a weighted mean of 4.58 and a standard deviation of 0.52,

teachers' achievement in terms of Research Engagement is interpreted as Very High. This suggests that teachers are deeply engaged in research, with many feelings supported by administration, seeing positive impacts on their teaching practices, and acknowledging the value of research in their professional development. The results emphasize the significant role research plays in enhancing both teaching practices and student learning outcomes.

TABLE 13. Level of Teachers Achievement in terms of Research and Publication

The Teachers...	Mean	SD	Remarks
...believes that conducting research is an essential part of my professional development as a teacher.	4.61	0.52	Strongly Agree
...feels supported by my administration when it comes to publishing my research findings.	4.58	0.53	Strongly Agree
...research experiences have positively influenced my teaching practices and instructional strategies.	4.60	0.50	Strongly Agree
...successfully published research findings in academic journals or presented them at conferences.	4.57	0.54	Strongly Agree
...believes that my research contributes to improved student learning outcomes in my classroom.	4.54	0.53	Strongly Agree
Weighted Mean	4.58		
SD	0.52		
Verbal Interpretation			Very High

Test of Relationship between the principal supervisory practices and the Teachers Engagement

To test the significant relationship between the principal supervisory practices and the Teachers Engagement in terms of Active Participation, Continuous Improvement, Goal Setting, Adaptability, and Fostering Teamwork they were treated statistically using Real Statistics Data Analysis Tools using the Pearson product moment correlation coefficient.

Table 14 shows the Significant Relationship between the principal supervisory practices and the Teachers Engagement.

TABLE 14. Significant Relationship between the principal supervisory practices and the Teachers Engagement

Principal supervisory practices		Teachers Engagement				
		AP	CI	GS	A	Fostering Teamwork
Instructional leadership	Pearson Correlation	0.4602	0.5235	0.5277	0.5076	0.5789
	Significance (2-Tailed)	0.0779	0.0072	0.0794	0.1563	0.2329
	N	149	149	149	149	149
	Analysis	Not Sig	Sig	Not Sig	Not Sig	Not Sig
Collaborative Decision Making	Pearson Correlation	0.4545	0.5324	0.5744	0.5707	0.5682
	Significance (2-Tailed)	0.4891	0.1047	0.4779	0.7174	0.9641
	N	149	149	149	149	149
	Analysis	Not Sig	Not Sig	Not Sig	Not Sig	Not Sig
Professional Development	Pearson Correlation	0.5015	0.4730	0.5723	0.5953	0.5604
	Significance (2-Tailed)	0.1669	0.0323	0.1651	0.2770	0.4689
	N	149	149	149	149	149
	Analysis	Not Sig	Sig	Not Sig	Not Sig	Not Sig
Supportive Feedback and Coaching	Pearson Correlation	0.5175	0.5874	0.4932	0.5210	0.5955
	Significance (2-Tailed)	0.4446	0.0811	0.4962	0.7048	0.9272
	N	149	149	149	149	149
	Analysis	Not Sig	Not Sig	Not Sig	Not Sig	Not Sig
Parents and Community Engagement	Pearson Correlation	0.5988	0.6154	0.5126	0.5424	0.5716
	Significance (2-Tailed)	0.1038	0.0098	0.1701	0.2748	0.4252
	N	149	149	149	149	149
	Analysis	Not Sig	Sig	Not Sig	Not Sig	Not Sig

Based on the results presented above, we can conclude that the null hypothesis, "There is no significant relationship between the principal supervisory practices and the Teachers Engagement," is accepted at the 0.05 level of significance, suggesting that there is no such correlation. This means that there is no statistically significant relationship between the principal's supervisory practices and teachers' engagement. This suggests that, based on the data analyzed, the principal's practices do not have a strong enough influence on the level of engagement exhibited by teachers.

Test of Relationship between the principal supervisory practices and the Teachers Achievement

To test the significant relationship between the principal supervisory practices and the Teachers Achievement in terms of Awards and Recognition, Advance Degree, and Research and Publication they were treated statistically using Real Statistics Data Analysis Tools using the Pearson product moment correlation coefficient.

This acceptance of the null hypothesis suggests that, within the context of this study, other factors outside of principal supervisory practices may be influencing teachers' engagement. The relationship, if any, might not be strong enough to reach statistical significance at the chosen confidence level.

Table 15 shows the Significant Relationship between the principal supervisory practices and the Teachers Achievement.

TABLE 15. Significant Relationship between the principal supervisory practices and the Teachers Achievement

Principal supervisory practices		Teachers Achievement		
		Awards and Recognition	Advance Degree	Research and Publication
Instructional leadership	Pearson Correlation	0.5871	0.2995	0.4426
	Significance (2-Tailed)	0.0004	0.0010	0.0000
	N	149	149	149
	Analysis	Sig	Sig	Sig
Collaborative Decision Making	Pearson Correlation	0.6185	0.3226	0.4316
	Significance (2-Tailed)	0.0132	0.0167	0.0000
	N	149	149	149
	Analysis	Sig	Sig	Sig
Professional Development	Pearson Correlation	0.5523	0.3029	0.3798
	Significance (2-Tailed)	0.0032	0.0038	0.0000
	N	149	149	149
	Analysis	Sig	Sig	Sig
Supportive Feedback and Coaching	Pearson Correlation	0.5631	0.3952	0.3843
	Significance (2-Tailed)	0.0199	0.0115	0.0000
	N	149	149	149
	Analysis	Sig	Sig	Sig
Parents and Community Engagement	Pearson Correlation	0.4809	0.4434	0.3580
	Significance (2-Tailed)	0.0044	0.0009	0.0000
	N	149	149	149
	Analysis	Sig	Sig	Sig

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis "There is no significant relationship between the principal supervisory practices and the Teachers Achievement" is rejected, which incites that there is a significant relationship between them. By rejecting the null hypothesis, the evidence demonstrates that the leadership and practices of the principal have an impact on teachers' accomplishments in areas like awards, advanced degrees, and research results. It is believed that this relationship is important enough to merit more investigation and focus.

IV. CONCLUSION AND RECOMMENDATIONS

In the light of the findings of the study, the following conclusions were given:

Based on the study teacher involvement and success within the school environment are exceptionally positive, as demonstrated by the extremely high rates of teacher participation, ongoing development, goal orientation, flexibility, collaboration, and their accomplishments regarding awards, recognition, advanced degrees, and research

contributions. Educators are strongly dedicated to their own development and to working with colleagues to enhance overall school achievement. Additionally, the null hypothesis about the relationship between principal supervisory practices and teachers' achievement was rejected, but the null hypothesis about the relationship between principal supervisory practices and teachers' engagement was accepted at the 0.05 level of significance, suggesting that there is no significant correlation between the two. This shows that whereas principal actions may not directly affect teacher engagement, they do have a big impact on teacher accomplishments including research, career development, and recognition. These findings point to the need for more research into the variables that have the biggest direct effects on teacher achievement and engagement, with potential ramifications for school leadership tactics.

Overall, the study shows that although principal behaviors are important for teachers' professional success, teacher involvement in the school setting may be more influenced by other factors.

Future studies could focus on identifying and analyzing these additional variables, particularly how they interact with principal leadership to impact teacher performance and school outcomes. It would also be beneficial to explore the longitudinal effects of principal supervisory practices over time, examining how consistent leadership influences long-term teacher engagement and achievement. Furthermore, research could investigate the influence of different leadership styles, such as transformational or distributed leadership, on teacher engagement and success.

After the experiment, the researchers recommend some adjustments to gain further knowledge.

School heads should actively promote continuous professional development for teachers by providing opportunities to attend workshops, pursue advanced degrees, and engage in other learning initiatives. This will help enhance teaching effectiveness and support career growth for educators.

School heads may create an atmosphere that encourages teacher involvement even though there was no discernible link between principle practices and teacher engagement. Regular feedback, more opportunities for collaborative decision-making, and creating avenues for teachers to actively participate in school initiatives can encourage higher levels of engagement.

School heads may continue to offer possibilities for career progress, fair rewards, and recognition since their actions have a direct impact on teacher achievement. This can involve encouraging professional development activities, supporting teachers' pursuit of advanced degrees, and acknowledging their accomplishments.

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