

# School Heads' Supervisory Strategies, Teachers' Empowerment, and Classroom Management Practices

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## ABSTRACT

This study examined the relationship among school heads' supervisory strategies, teachers' empowerment, and classroom management practices. Specifically, it determined the levels of supervisory strategies, teachers' empowerment, and classroom management practices, tested differences when respondents were grouped according to selected demographic variables, and analyzed the relationships among the major variables.

The study employed a quantitative descriptive-correlational design with 484 teacher-respondents from the three congressional districts. Data were collected using a structured survey instrument and analyzed using frequency, percentage, mean, and regression analysis at the 0.05 level of significance.

Results revealed that school heads' supervisory strategies were rated high ( $M = 4.09$ ), teachers' empowerment was also high ( $M = 4.01$ ), and classroom management practices were practiced ( $M = 1.90$ ). Significant differences in supervisory strategies were found according to rank and position, while teachers' empowerment significantly differed according to rank and position and educational attainment.

No significant differences were found in classroom management practices across demographic variables. Regression analysis showed that school heads' supervisory strategies significantly predicted teachers' empowerment and classroom management practices, and teachers' empowerment significantly predicted classroom management practices.

The findings suggest that effective supervisory leadership strengthens teacher empowerment and enhances classroom management practices in schools.

**Keywords:** supervisory strategies, teacher empowerment, classroom management, educational leadership, teacher performance

## INTRODUCTION

Effective educational leadership plays a crucial role in shaping teachers' professional practices and, ultimately, the quality of classroom learning environments. Recent studies show that school leadership influences teachers' instructional practices not only directly, but also indirectly through collegiality, teacher autonomy, and professional support systems.

For instance, Hsieh, Khau, Song, and Li (2025) found that school leadership significantly affects teachers' instructional practices through the mediating roles of collegiality and autonomy, while Hsieh (2024) likewise emphasized that leadership contributes to teacher innovativeness through self-efficacy.

These findings affirm that school heads are expected to exercise supervisory strategies that foster collaboration, professional growth, and instructional improvement among teachers. Through effective supervision, school leaders help teachers align their work with institutional goals while sustaining a supportive and motivating professional culture.

Teacher empowerment has likewise emerged as a central component of effective school leadership. Contemporary scholarship underscores that empowered teachers are more confident in their professional judgment, more active in school decision-making, and more capable of exercising agency in instructional contexts.

Özdemir and Kılınc (2025) demonstrated that principals' empowering leadership strengthens teacher agency, while Çelik (2025), in a systematic review of teacher empowerment research, highlighted autonomy, participation, and professional voice as key features of empowered teaching communities. A broader review of school leadership practices by See, Morris, Gorard, and Kokotsaki (2024) also noted that effective leadership contributes to teacher retention and professional commitment by building supportive organizational conditions.

When teachers feel trusted, valued, and professionally enabled by school leaders, they are more likely to implement innovative practices and sustain productive classroom environments. Classroom management practices remain fundamental to the success of teaching and learning. Effective classroom management promotes order, encourages positive learner behavior, and creates conditions for meaningful instruction.

Recent evidence further suggests that classroom management is closely associated with teachers' self-efficacy and related professional supports. Duan, Roslan, and colleagues (2024), in a meta-analysis on classroom management self-efficacy, found that teachers' efficacy beliefs are significantly associated with important classroom-related factors, while Farkhani, Valizadeh, and Gholami (2022) showed that teachers' perceptions of classroom management are closely tied to teaching self-efficacy.

These findings suggest that leadership and empowerment matter because they shape the professional confidence and working conditions that teachers bring into the classroom. In this sense, the interaction between school heads' supervisory strategies and teacher empowerment significantly contributes to the development of sound classroom management practices.

Despite the recognized importance of supervisory leadership and teacher empowerment, variations may still exist according to teachers' demographic and professional characteristics. Such differences may influence how supervisory practices are experienced, how empowerment is exercised, and how classroom management is enacted in everyday school settings.

Understanding these patterns is therefore essential for improving educational leadership strategies and strengthening instructional effectiveness. Hence, this study investigated the levels of school heads' supervisory strategies, teachers' empowerment, and classroom management practices, as well as the differences and relationships among these variables.

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Effective educational leadership plays a crucial role in shaping teachers' professional practices and classroom learning environments. Recent studies indicate that school leadership significantly influences teachers' instructional practices through collegiality, autonomy, and professional support structures (Hsieh et al., 2025), and also promotes teacher innovativeness through self-efficacy (Hsieh, 2024). In this regard, school heads are expected to exercise supervisory strategies that foster collaboration, professional growth, and instructional improvement.

Through effective supervision, school leaders help teachers attain institutional goals while cultivating a supportive and motivating professional culture. Teacher empowerment has likewise become a vital component of effective school leadership.

Empowering leadership strengthens teacher agency and professional participation (Özdemir & Kılınc, 2025), while recent reviews emphasize autonomy, shared decision-making, and professional voice as defining elements of empowered school environments (Çelik, 2025).

Moreover, effective leadership has been linked to stronger teacher commitment and more supportive organizational conditions (See et al., 2024). Classroom management practices, meanwhile, remain fundamental

to successful teaching and learning, as they ensure order, encourage positive learner behavior, and facilitate meaningful instruction. Research further shows that classroom management is strongly associated with teachers' self-efficacy (Duan et al., 2024; Farkhani et al., 2022).

Taken together, these studies suggest that the interaction between school heads' supervisory strategies and teacher empowerment significantly contributes to the development of effective classroom management practices. Hence, this study investigated the levels of school heads' supervisory strategies, teachers' empowerment, and classroom management practices, as well as the differences and relationships among these variables.

## METHODS

### Research Design

This study employed a quantitative descriptive-correlational research design. The descriptive component determined the levels of school heads' supervisory strategies, teachers' empowerment, and classroom management practices. The correlational component examined the relationships among these variables and determined whether supervisory strategies predict teachers' empowerment and classroom management practices.

### Respondents of the Study

The respondents consisted of 484 teachers from schools located across the three congressional districts. The distribution of respondents according to profile variables is presented in Table 1.

Most respondents were 41 years old and above (46.3%), followed by 31–40 years old (34.7%), and 21–30 years old (19.0%). In terms of length of service, 36.4% had served for 11–20 years, while 31.8% had 1–10 years and another 31.8% had 21 years and above.

Regarding rank and position, 43.0% were Teacher I–II, 35.1% were Teacher III–Master Teacher I, and 21.9% were Master Teacher II or School Heads. In terms of educational attainment, 42.4% held bachelor's degrees, 32.6% had master's units, and 25.0% had completed a master's degree or doctorate.

The respondents were almost equally distributed among the three congressional districts: 1st District (33.1%), 2nd District (33.5%), and 3rd District (33.5%).

### Data Gathering Instrument

The study utilized a structured survey questionnaire consisting of three sections: school heads' supervisory strategies, teachers' empowerment, and classroom management practices. The items measured respondents' perceptions using Likert-type scales appropriate for each construct.

### Data Gathering Procedure

Permission to conduct the study was secured from the concerned authorities. After obtaining approval, the researcher distributed the questionnaires to the respondents. The participants were informed about the purpose of the study and assured that their responses would remain confidential and used solely for research purposes. The completed questionnaires were then collected and prepared for data analysis.

### Statistical Tools Used

Frequency and percentage were used to determine the distribution of respondents according to profile variables. Mean was used to determine the levels of supervisory strategies, teachers' empowerment, and classroom management practices.

Analysis of variance (ANOVA) was used to determine significant differences among groups. Regression analysis was used to examine the relationships among supervisory strategies, teachers' empowerment, and classroom management practices.

## RESULTS

The results of the study are presented to show the levels of school heads’ supervisory strategies, teachers’ empowerment, and classroom management practices. It also examines the significant differences in these variables when respondents are grouped according to their profile. Furthermore, the relationships among supervisory strategies, teachers’ empowerment, and classroom management practices are analyzed to determine their predictive influence.

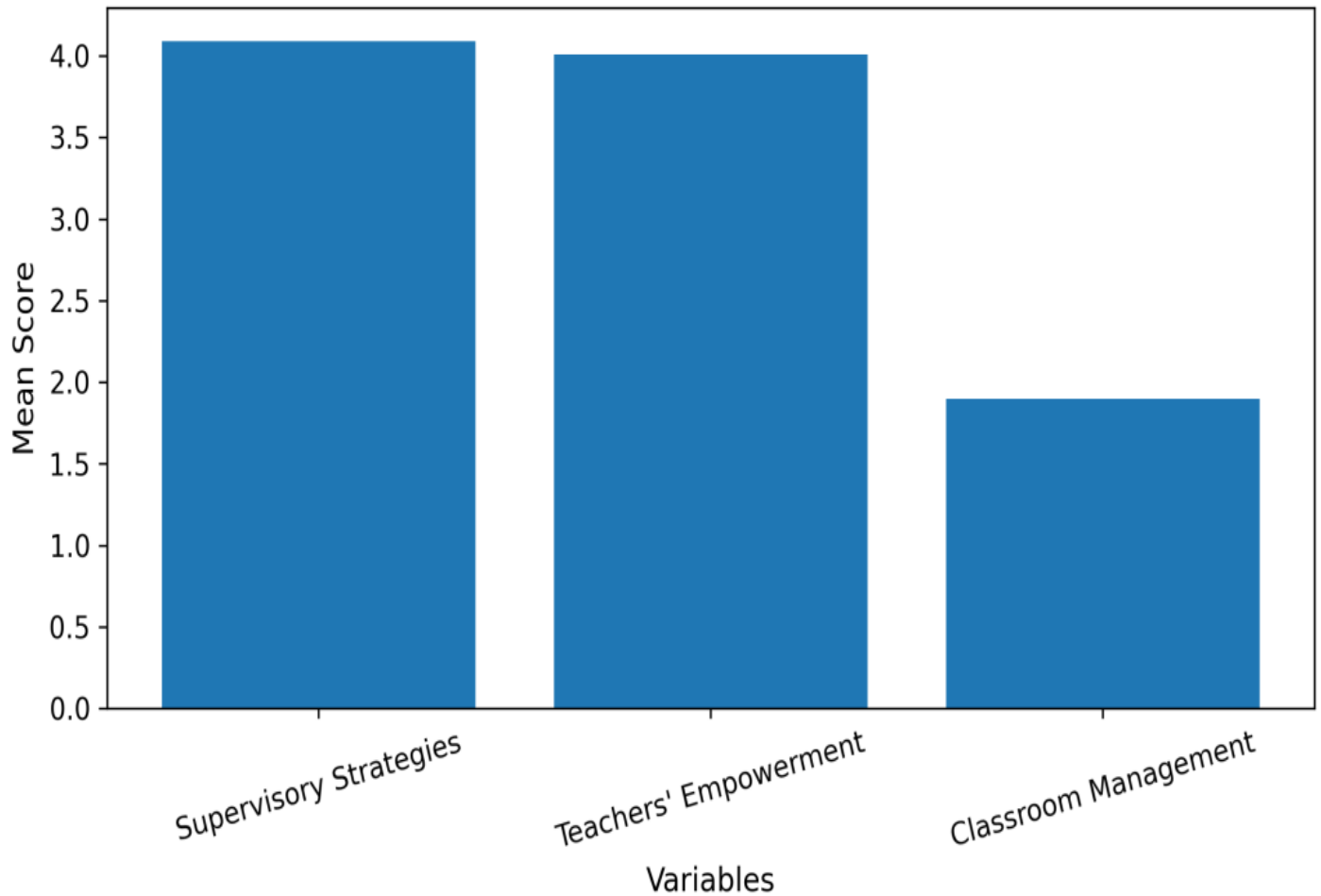


Figure 1. Levels of Supervisory Strategies, Teachers’ Empowerment, and Classroom Management

### Level of School Heads’ Supervisory Strategies

School heads’ supervisory strategies were rated **high**, with an **overall mean of 4.09**. Respondents particularly observed that school heads demonstrated ethical behavior, articulated clear visions for the school, and motivated teachers to work toward common objectives. These results suggest that school heads effectively perform supervisory roles that promote professionalism, trust, and instructional improvement.

When classified according to profile variables, supervisory strategies remained **high across all groups**, indicating consistent leadership practices regardless of teachers’ demographic characteristics.

### Level of Teachers’ Empowerment

Teachers’ empowerment was rated **high**, with an **overall mean of 4.01**. Teachers reported that they strive to serve as role models, demonstrate ethical behavior, and encourage students to pursue academic goals and critical thinking.

When classified according to profile variables, empowerment remained **high across all categories**, indicating that teachers generally feel empowered in their professional roles.

### Classroom Management Practices

Classroom management practices were found to be **practiced**, with an **overall mean of 1.90**. Teachers consistently reported promoting respect, maintaining positive classroom environments, and encouraging critical thinking and student engagement.

Across demographic groups, classroom management practices were consistently rated as **practiced**, indicating uniform implementation among teachers regardless of age, experience, or educational attainment.

### Significant Differences

**Rank and position** significantly influenced perceptions of school heads' supervisory strategies ( $p = 0.041$ ). However, age, length of service, educational attainment, and congressional district showed no significant differences.

Teachers' empowerment significantly differed according to **rank and position** ( $p = 0.032$ ) and **educational attainment** ( $p = 0.049$ ), while other variables showed no significant differences.

**No significant differences** were found in classroom management practices when respondents were grouped according to demographic variables.

### Relationship Among Variables

Significant relationships among the study variables. School heads' supervisory strategies significantly predicted teachers' empowerment ( $\beta = 0.412$ ,  $p = 0.000$ ) and classroom management practices ( $\beta = 0.368$ ,  $p = 0.000$ ). Likewise, teachers' empowerment significantly predicted classroom management practices ( $\beta = 0.295$ ,  $p = 0.000$ ).

These findings indicate that strong supervisory leadership contributes to teacher empowerment, which in turn enhances classroom management practices.

## DISCUSSION

The findings indicate that school heads demonstrate effective supervisory strategies that promote professionalism, collaboration, and instructional improvement among teachers. These leadership behaviors contribute to creating a supportive environment where teachers feel valued and encouraged to perform their professional responsibilities effectively.

The high level of teachers' empowerment suggests that teachers perceive themselves as capable of making meaningful contributions to student learning. Empowered teachers are more likely to adopt innovative teaching strategies and foster positive learning environments, which ultimately enhances classroom management practices.

The absence of significant differences in classroom management practices across demographic variables indicates that teachers consistently implement classroom management strategies regardless of their personal or professional characteristics. This suggests that professional training and institutional policies may play a significant role in standardizing classroom management practices.

Furthermore, the significant relationships among supervisory strategies, teachers' empowerment, and classroom management practices highlight the importance of effective school leadership in improving instructional practices. When school heads provide strong supervision and professional support, teachers become more empowered and capable of maintaining productive classroom environments.

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## CONCLUSIONS

Based on the findings of the study, the following conclusions were drawn.

1. The respondents represented a diverse group of teachers in terms of age, length of service, rank and position, educational attainment, and congressional district, indicating broad participation across different professional and geographic backgrounds.
2. School heads demonstrated a high level of supervisory strategies, suggesting that instructional supervision, professional guidance, and collaborative leadership are generally practiced in schools.
3. Teachers exhibited a high level of empowerment, indicating that they experience professional autonomy, participation in decision-making processes, and support from school leadership.
4. Teachers demonstrated a high level of classroom management practices, reflecting their capability to maintain orderly learning environments and promote positive student behavior.
5. There were no significant differences in school heads' supervisory strategies when respondents were classified according to age, length of service, rank and position, educational attainment, and congressional district, suggesting that supervisory leadership is consistently practiced across teacher groups.
6. There were no significant differences in the level of teachers' empowerment when classified according to the respondents' profile variables, indicating that empowerment opportunities are similarly experienced among teachers.
7. There were no significant differences in classroom management practices when respondents were classified according to age, length of service, rank and position, educational attainment, and congressional district, suggesting comparable classroom management competence among teachers.
8. There were significant relationships among school heads' supervisory strategies, teachers' empowerment, and classroom management practices, indicating that effective leadership and empowered teachers contribute positively to improved classroom management.

## RECOMMENDATIONS

In light of the conclusions drawn from the study, the following recommendations are proposed.

1. Future researchers may include additional respondent characteristics such as professional training, teaching specialization, and professional development experiences to further examine factors that may influence educational practices.
2. School heads should continue strengthening supervisory strategies by participating in leadership development programs, instructional coaching, and collaborative supervision activities that support teachers' professional growth.
3. School administrators should further promote teacher empowerment by encouraging shared decision-making, teacher leadership roles, and participatory school management practices.
4. Schools should provide continuous professional development activities focusing on classroom management strategies, positive discipline, and learner-centered instruction.
5. Educational leaders should maintain consistent supervisory practices while also providing differentiated mentoring support to address the varying needs of teachers with different professional backgrounds.

6. Schools should continue fostering inclusive and supportive organizational environments that encourage teachers to actively participate in school governance and instructional decision-making.
7. School administrators should institutionalize peer mentoring, classroom observation, and collaborative learning communities to sustain effective classroom management practices among teachers.
8. Educational leaders should integrate supervisory leadership and teacher empowerment initiatives into school improvement programs to strengthen classroom management and enhance overall instructional effectiveness.

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