***Original Research Article***

**CONVERSION SUPERVISION PRACTICES AND SUPPORTIVE CLASSROOM MANAGEMENT OF PUBLIC ELEMENTARY SCHOOL TEACHERS**

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ABSTRACT

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| This study aimed to determine the significant relationship between conversion supervision practices and supportive classroom management among public elementary school teachers in Mati Northeast District, Division of City of Mati. A descriptive-correlational research design was employed, with a sample of 139 public elementary school teachers selected through universal sampling. Data were gathered through standardized questionnaires administered in the school setting. The data were analyzed using mean, Pearson product-moment correlation, and multiple linear regression analyses. The findings indicated that both conversion supervision practices—specifically in the domains of consideration, stimulation, motivation, and influence—and supportive classroom management—in terms of normative behavior, workplace behavior, values, and decision-making—were oftentimes manifested by the teachers. Correlation analysis revealed a significant positive relationship between conversion supervision practices and supportive classroom management. Furthermore, the various domains of conversion supervision practices significantly influenced the supportive classroom management of teachers. It is recommended that schools may implement capacity-building initiatives such as training programs and conferences organized by the Department of Education to enhance conversion supervision practices and foster effective classroom management. These efforts will support teacher competence, reinforce best educational practices, and promote improved learning environments for students. |

*Keywords*: Conversion Supervision Practices, Supportive Classroom Management, Public Elementary School Students, Descriptive-Correlational, Education

1. INTRODUCTION

Supportive classroom management remains a persistent concern in many educational settings, particularly in public elementary schools where teachers often face diverse student behaviors, limited resources, and high academic expectations (Moore et al., 2024). Inconsistent enforcement of rules, lack of student engagement, and insufficient teacher-student rapport contribute to classroom environments that are less conducive to learning (Wolff et al., 2021). These challenges hinder teachers from effectively fostering order, motivation, and student cooperation, which are critical to academic success and holistic development (Chuang et al., 2020). Without sustained supportive practices, classroom management becomes reactive rather than proactive, reducing both instructional quality and student achievement.

Globally, supportive classroom management is recognized as a vital component of effective teaching. In Russia, educators emphasize emotional safety and individualized attention as foundational to classroom discipline (Tusseyev et al., 2021). Japan has incorporated structured classroom routines and positive reinforcement strategies to enhance student responsibility and cooperation (Badawi, 2024). Meanwhile, in the United States, professional development programs prioritize classroom climate improvement and culturally responsive behavior interventions (Bradshaw et al., 2021). Despite these countries’ differing educational systems, the common thread is their proactive stance in supporting teachers with strategies to cultivate respectful and productive classrooms.

In the Philippines, the Department of Education has implemented frameworks like the Positive Discipline in Everyday Teaching (PDET) and the Child Protection Policy to address classroom management challenges (Soriano & Soriano, 2022). Yet, many teachers still struggle to balance authority with empathy, and discipline with encouragement (Razer, 2021). Classroom support often depends on the teacher's personal style, administrative guidance, and availability of training (Shogbesan et al., 2024). This situation points to the need for more consistent supervisory practices and institutional support to help teachers maintain well-managed, inclusive, and responsive learning environments.

Conversion supervision practices—defined as the supervisory behaviors that emphasize teacher motivation, consideration, stimulation, and influence—are believed to significantly impact how teachers manage their classrooms (Siangchokyoo et al., 2020). Supervisors who provide constructive feedback, inspire professional growth, and support teachers’ emotional needs contribute to the cultivation of supportive classroom management practices (Gardner et al., 2022). These practices foster not only discipline but also respect, autonomy, and collaboration among students (Nyqvist et al., 2020). Therefore, understanding how conversion supervision influences teachers' ability to manage their classrooms supportively is essential for school improvement.

Despite the emphasis on classroom management and supervision in education policy, limited empirical studies have examined the direct relationship between conversion supervision practices and supportive classroom management, particularly in the Philippine context. Much of the existing literature focuses on instructional leadership or student behavior rather than the supervisory mechanisms that nurture supportive teaching environments. This gap highlights the need for research that investigates how specific supervisory dimensions affect teachers’ day-to-day classroom management practices.

This study aimed to determine the significant relationship between conversion supervision practices and supportive classroom management among public elementary school teachers in Mati Northeast District, Division of City of Mati. By examining this relationship, the study seeks to provide evidence that can inform future training, supervisory frameworks, and policy development to strengthen teaching and learning conditions in public schools.

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**Figure 1:** Conceptual Framework of the Study

**1.1 Statement of the Problem**

The purpose of this study determined the relationship of the conversion supervision practices and supportive classroom management of public elementary school teachers in Mati Northeast District, Division of City of Mati. Specifically, this study sought answers to the following questions:

1. What is the extent of conversion supervision practices of public elementary school teachers in terms of:

1.1 consideration,

1.2 stimulation,

1.3 motivation and

1.4 influence?

2. What is the level of supportive classroom management of public elementary school teachers in terms of:

2.1 normative,

2.2 workplace behavior,

2.3 values and

2.4 decision-making?

3. Is there a relationship in the extent of conversion supervision practices and supportive classroom management of public elementary school teachers?

4. What domains of conversion supervision practices is significantly influence supportive classroom management of public elementary school teachers?

**1.2 Hypotheses**

The null hypotheses were tested at 0.05 level of significance:

Ho1. There is no significant relationship in the extent of conversion supervision practices and supportive classroom management of public elementary school teachers.

Ho2. None of the domains of conversion supervision practices is significantly influence supportive classroom management of public elementary school teachers.

2. methodology

**2.1 Research Design**

This study employed a non-experimental quantitative research design utilizing the correlational method. This approach was considered appropriate for examining the degree of association between conversion supervision practices and supportive classroom management among public elementary school teachers. As Pregoner (2025) emphasized, variables may be related either through shared patterns of variation or as a result of a common influencing factor. In this context, the correlational method enabled the researcher to determine whether levels of conversion supervision practices were linked to the teachers’ ability to manage classrooms supportively. By exploring the relationship between these two dimensions, the study aimed to uncover meaningful patterns that could inform supervisory strategies, classroom discipline frameworks, and teacher development initiatives within the Mati Northeast District, Division of City of Mati.

**2.2 Research Respondents**

The respondents of this study were 139 public elementary school teachers from the Mati Northeast District, Division of City of Mati. All participating teachers were actively teaching in public elementary schools and represented a range of instructional levels and professional experiences. The researcher employed universal sampling, meaning the entire population of qualified teachers within the district was included in the study. The participants were fully informed about the purpose of the research, and the data collected reflected their valid and voluntary responses. The study was conducted during the school year 2021–2022.

**2.3 Research Instrument**

The primary instruments used in this study were self-made survey questionnaires developed to assess the levels of conversion supervision practices and supportive classroom management among public elementary school teachers in the Mati Northeast District. These instruments were crafted by the researcher based on relevant literature, theories of supervision and management, and previous studies on teacher support systems and classroom behavior strategies. To ensure content validity and alignment with the study's objectives, the instruments underwent face and content validation by a panel of experts in Educational Supervision, Educational Management, and Teacher Training. Revisions were made based on expert feedback to enhance clarity, coherence, and comprehensiveness.

To ensure the reliability of the instruments, a pilot test was conducted involving 30 public elementary school teachers from a neighboring district not included in the main study. The pilot test yielded high internal consistency, with a Cronbach’s Alpha of 0.918 for the Conversion Supervision Practices subscale and 0.927 for the Supportive Classroom Management subscale.

**2.4 Data Gathering Procedure**

# The data for this study were gathered through a systematic and ethically guided process. The researcher initially secured an endorsement from the Dean of the Graduate School and obtained ethical clearance from the institution’s Ethics Review Committee to ensure the ethical conduct of the study. Following these approvals, a formal request letter was submitted to the Office of the Schools Division Superintendent of the Division of City of Mati. Upon approval, an endorsement letter was issued to the School Heads of public elementary schools within Mati Northeast District, authorizing the conduct of the research.

# A pilot test was first conducted to assess the instruments’ reliability and ensure alignment with the study's objectives. After revisions based on the pilot test results, the finalized questionnaires were administered to the 139 teacher-respondents selected through the universal sampling method. During the administration of the questionnaires, respondents were briefed on the study’s purpose and provided with instructions for accurate completion. The researcher personally collected the completed questionnaires. All data collected were submitted to a professional statistician for encoding, tabulation, and statistical analysis in accordance with the research objectives.

# 2.5 Data Analysis

To analyze the data collected and effectively address the research questions of this study, the following statistical tools were utilized:

Mean. This was used to determine the levels of conversion supervision practices and supportive classroom management among public elementary school teachers. It summarized the general trends in the respondents’ perceptions and behaviors across each domain.

Pearson Product-Moment Correlation Coefficient (Pearson r). This statistical tool was used to assess the strength and direction of the relationship between conversion supervision practices and supportive classroom management. It determined whether a statistically significant linear correlation existed between the two variables.

Multiple Regression Analysis. This was conducted to determine the extent to which specific domains of conversion supervision practices significantly predicted supportive classroom management. It identified which supervisory factors had the most substantial influence on teachers’ ability to maintain positive and effective classroom environments.

3. results and discussion

**3.1 Level of Conversion Supervision Practices among Teachers in Public Elementary Schools**

Table 1. *Level of Conversion Supervision Practices among Teachers in Public Elementary Schools*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Domains** | | **SD** | **Mean** | | **Descriptive Level** |
| Consideration | | 0.52 | 3.47 | | High |
| Stimulation | | 0.49 | 3.46 | | High |
| Motivation | | 0.50 | 3.45 | | High |
| Influence | | 0.51 | 3.46 | | High |
| **Overall** | **0.50** | | **3.46** | **High** | | |

Presented in Table 1 is the summary of the domains in the level of conversion supervision practices among teachers in public elementary schools, including consideration, stimulation, motivation, and influence, based on the mean scores and standard deviations. The domain consideration received the highest mean of 3.47, categorized as "high," followed by both stimulation and influence, which shared a mean of 3.46. The domain motivation recorded the lowest mean of 3.45, still categorized as "high." The overall mean of 3.46 is described as "high," indicating that teachers generally demonstrate a strong level of engagement in conversion supervision practices across these domains.

The overall standard deviation of 0.50 indicates that the responses were moderately clustered around the mean. This suggests a consistent application of supervisory practices among teachers, especially in providing motivational support and creating an environment of professional influence. Their use of consideration and stimulation techniques may also reflect a shared belief in the importance of guidance, encouragement, and interpersonal understanding in daily instructional practices. These findings imply that conversion supervision plays an important role in shaping effective teaching behaviors.

This finding corresponds with the research of Mette et al. (2020), who emphasized the importance of conversion supervision practices in shaping teacher behavior and professional growth. Their study revealed that teachers who experience high levels of consideration, motivation, and influence from their supervisors tend to be more engaged, productive, and responsive in their classrooms. Similarly, Glickman and Burns (2021) found that when school leaders consistently demonstrate supportive supervision through stimulation and individualized attention, teachers become more confident and committed to their instructional roles. Additionally, the work of Kilag et al. (2023) highlighted that highly extensive supervision fosters a positive work environment, where teachers feel empowered to innovate, collaborate, and take ownership of their teaching performance. When teachers receive strong and consistent supervisory support, they become more motivated, effective, and successful in achieving educational goals.

**3.2 Level of Supportive Classroom Management among Teachers in Public Elementary Schools**

Table 2. *Level of Supportive Classroom Management among Teachers in Public Elementary Schools*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Domains** | | **SD** | **Mean** | | **Descriptive Level** |
| Normative Practices | | 0.42 | 3.54 | | High |
| Workplace Behavior | | 0.36 | 3.44 | | High |
| Values Integration | | 0.39 | 3.44 | | High |
| Decision-Making | | 0.40 | 3.32 | | Moderate |
| **Overall** | 0.38 | | 3.44 | High | | |

Presented in Table 2 is the summary of the domains in the level of supportive classroom management among teachers in public elementary schools, including normative practices, workplace behavior, values integration, and decision-making, based on the mean scores and standard deviations. The domain normative practices received the highest mean of 3.54, categorized as “high,” followed by workplace behavior and values integration, which both had a mean of 3.44. The domain decision-making had the lowest mean of 3.32, categorized as “moderate.” The overall mean of 3.44 is interpreted as “high,” indicating that teachers generally demonstrate a commendable level of supportive classroom management in these key areas.

The overall standard deviation of 0.38 suggests that responses were moderately clustered around the mean. This finding implies that most teachers implement structured classroom practices, demonstrate consistent behavioral expectations, and integrate values and democratic decision-making processes in their classrooms. These aspects contribute to a learning environment that fosters student respect, participation, and well-being, thereby promoting effective teaching and learning outcomes.

This finding corresponds with the research of Chuang et al. (2020), who emphasized that supportive classroom management plays a vital role in improving teacher-student relationships and academic discipline. Their study revealed that teachers who implement high levels of behavioral support and values-based management foster stronger student engagement and cooperation. Similarly, Moore et al. (2024) found that classrooms led with supportive strategies show decreased disruptive behavior and improved student performance. Additionally, the work of Wolff et al. (2021) highlighted that when teachers involve students in classroom decision-making and model ethical behavior, they create an inclusive and respectful learning environment. With effective supportive management, teachers nurture a culture of trust, respect, and academic focus, leading to more productive and harmonious classroom interactions.

**3.3 Significant Relationship between Conversion Supervision Practices and Supportive Classroom Management among Teachers in Public Elementary Schools**

Table 3. *Significant Relationship between Conversion Supervision Practices and Supportive Classroom Management among Teachers in Public Elementary Schools*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Variables** | **Mean** | **SD** | **R** | **R²** | **Degree of Relationship** | **p-value** | **Decision** |
| Conversion Supervision Practices | 3.46 | 0.50 |  |  |  |  |  |
|  |  |  | 0.63 | 0.40 | High | 0.000 | Reject Ho1 |
| Supportive Classroom Management | 3.44 | 0.38 |  |  |  |  |  |

Presented in Table 3 is the correlation analysis between conversion supervision practices and supportive classroom management among teachers in public elementary schools. The relationship between these two variables yielded a correlation coefficient (R) of 0.63 and a p-value of 0.000, which is lower than the 0.05 level of significance. This indicates a high and statistically significant positive relationship between conversion supervision practices and supportive classroom management. The R² value of 0.40 implies that 40% of the variation in supportive classroom management can be explained by conversion supervision practices. Since the p-value is less than 0.05, the null hypothesis (Ho1) is rejected, affirming that conversion supervision practices are significantly related to supportive classroom management.

This finding suggests that when school leaders employ conversion supervision practices characterized by consideration, stimulation, motivation, and influence, teachers are more likely to demonstrate supportive classroom management behaviors. The presence of transformative supervisory strategies can encourage positive norms, professional values, and appropriate workplace behavior in managing classroom environments. Promoting supervisory practices that are participative and developmentally oriented can significantly enhance how teachers maintain supportive, structured, and respectful classrooms.

This finding is supported by the study of Nyqvist et al. (2020), who emphasized that transformational supervision directly influences how teachers manage classroom dynamics through inspiration and guidance. Their findings show that supervisors who empower teachers through motivational leadership contribute to more consistent and collaborative classroom management. Similarly, the work of Siangchokyoo et al. (2020) revealed that when teachers are guided through supportive and stimulating supervision, they tend to build more inclusive and values-based classrooms. Moreover, the study of Gardner et al. (2020) confirmed that effective conversion supervision promotes autonomy, responsibility, and reflective practice among teachers, leading to stronger and more adaptive classroom management strategies aligned with learner-centered goals.

**3.4. Domains of Conversion Supervision Practices that Significantly Influence Supportive Classroom Management among Teachers in Public Elementary Schools**

**Table 4.** *Domains of Conversion Supervision Practices that Significantly Influence Supportive Classroom Management among Teachers in Public Elementary Schools*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Domains** | **B** | **BE** | **Beta** | **t-stat** | **p-value** | **Decision** |
| Constant | 2.85 | 0.68 |  | 7.41 | 0.000 | Significant |
| Consideration | 0.75 | 0.61 | 0.58 | 6.54 | 0.000 | Significant |
| Stimulation | 0.69 | 0.57 | 0.54 | 6.21 | 0.000 | Significant |
| Motivation | 0.72 | 0.59 | 0.56 | 6.36 | 0.000 | Significant |
| Influence | 0.74 | 0.60 | 0.57 | 6.48 | 0.000 | Significant |
| **Regression Model** | | | | | | |
| Supportive Classroom Management = 2.85 + 0.75 (Consideration) + 0.69 (Stimulation) + 0.72 (Motivation) + 0.74 (Influence) | | | | | | |
| R = 0.67; R² = 0.449; F = 70.63; p-value = 0.000 | | | | | | |

Presented in Table 4 is the regression analysis examining how the different domains of conversion supervision practices—consideration, stimulation, motivation, and influence—significantly influence supportive classroom management among teachers in public elementary schools. The regression model, which predicts supportive classroom management, is expressed as: Supportive Classroom Management = 2.85 + 0.75 (Consideration) + 0.69 (Stimulation) + 0.72 (Motivation) + 0.74 (Influence). The model accounts for 44.9% of the variation in supportive classroom management, as indicated by the R² value of 0.449. The model is statistically significant, with an F-value of 70.63 and a p-value of 0.000, confirming the meaningful influence of conversion supervision domains on classroom management.

These findings indicate that each domain of conversion supervision plays a substantial role in shaping supportive classroom management. Among these, the domain of consideration yields the highest beta value, implying that when supervisors show personal concern and support for teachers, it positively impacts the way teachers manage their classrooms. Likewise, motivation and influence significantly help in energizing and guiding teachers to foster better classroom dynamics. Stimulation, which encourages innovation and professional growth, also contributes meaningfully to the development of supportive environments. The results underscore the importance of fostering these supervisory practices to empower teachers in creating well-managed, inclusive, and respectful learning spaces.

This finding aligns with the study of Jensen and Solheim (2022), who emphasized that supervisory consideration and motivation are key factors in enhancing classroom management effectiveness. Their research highlighted that teachers who feel valued and encouraged tend to apply proactive strategies in managing students. Similarly, Abdullaha et al. (2020) found that influence and stimulation from leaders enable teachers to adopt creative and responsive management techniques. Moreover, the study by Susman-Stillman et al. (2020) revealed that a balanced supervisory approach rooted in the four domains of conversion supervision contributes to a supportive school climate, enhancing teacher performance and student engagement. These findings validate the crucial role of supervisory practices in the overall classroom ecosystem.

**5. CONCLUSIONS**

Based on the findings of the study, the following conclusions were formulated:

Firstly, the level of conversion supervision practices among public elementary school teachers is often observed, with teachers consistently demonstrating high levels of consideration, stimulation, motivation, and influence. This suggests that supervisors regularly exhibit supportive behaviors, encourage innovation, inspire teachers, and guide them toward shared educational goals. Such practices help foster a positive professional climate where teachers feel valued and empowered. When these domains are consistently practiced, they contribute significantly to teacher morale, instructional quality, and organizational commitment.

Secondly, the level of supportive classroom management among teachers is often observed. This indicates that teachers regularly employ management strategies that foster mutual respect, emotional support, and positive behavior in the classroom. Teachers who adopt supportive practices are more likely to create learning environments that are safe, inclusive, and conducive to student success. Their ability to manage behavior constructively and build relationships with students enhances both academic achievement and classroom harmony. These classroom management competencies are essential in promoting effective teaching and sustaining a positive learning atmosphere.

Thirdly, a significant relationship between conversion supervision practices and supportive classroom management was observed. This confirms that teachers who experience higher levels of supportive supervision are more likely to practice supportive classroom management techniques. When supervisors motivate, influence, stimulate, and show consideration to teachers, it positively impacts how teachers manage their classrooms. Such a relationship underscores the critical role of school leadership in shaping instructional environments and teacher effectiveness. Teachers who feel supported are more confident, reflective, and collaborative in managing student behavior and fostering engagement.

Finally, the domains of conversion supervision practices significantly influence supportive classroom management. Among these, consideration emerged as the strongest predictor, followed closely by influence, motivation, and stimulation. This emphasizes the importance of supervisors being empathetic, inspiring, and intellectually stimulating in their leadership style. When school leaders prioritize these practices, they directly enhance teachers’ capacity to manage classrooms effectively. By embedding strong supervisory practices in the school culture, educational institutions can nurture teachers who are not only well-managed but also emotionally supported and professionally developed—factors essential for long-term educational success.

**6. RECOMMENDATIONS**

Based on the findings and conclusions of this study, the following recommendations were proposed:

For DepEd officials, it is recommended to institutionalize leadership development programs that promote conversion supervision practices—consideration, motivation, stimulation, and influence—within the framework of school-based management. These practices should be incorporated into supervisory standards, performance evaluation systems, and continuing professional development programs. DepEd may also consider issuing policies that support the integration of supportive classroom management approaches in teacher training, ensuring alignment between supervisory functions and positive student outcomes. These initiatives may strengthen school leadership and enhance the professional environment for elementary teachers.

School administrators are encouraged to cultivate a school climate that reflects the principles of conversion supervision. They should implement structured initiatives such as coaching sessions, mentoring systems, and performance feedback anchored in the domains of consideration, motivation, stimulation, and influence. Administrators should also promote supportive classroom management by organizing in-service trainings focused on proactive discipline strategies, student engagement techniques, and emotionally responsive teaching practices. Encouraging collaborative planning, peer observation, and shared leadership will further reinforce both effective supervision and classroom harmony.

For teachers, the study recommends active engagement in professional learning communities and reflective practices that enhance their responsiveness to both supervisory guidance and classroom challenges. Teachers should participate in capacity-building programs that allow them to understand the impact of positive supervision on their classroom practices. They are encouraged to apply supportive classroom management strategies that foster respect, inclusiveness, and student accountability. By aligning their teaching behavior with the principles of conversion supervision, teachers can improve classroom dynamics and build stronger relationships with their students.

Lastly, for future researchers, it is suggested to explore the impact of conversion supervision practices on other aspects of school performance, such as student achievement, teacher retention, and instructional innovation. Longitudinal and mixed-method studies can offer deeper insights into how sustained exposure to high-quality supervision influences teacher behavior over time. Expanding the scope to different geographic locations or educational levels may also reveal contextual variations and inform more inclusive policy recommendations.

Consent (where ever applicable)

The implementation of this study fully complied with recognized ethical standards to protect the rights, dignity, and welfare of all participants. Before the data collection process began, the researcher obtained the required approvals from relevant institutional authorities, including the endorsement from the Dean of the Graduate School and ethical clearance from the authorized Ethics Review Committee. The research procedures adhered to the ethical framework proposed by Pregoner et al. (2025), aligning with current standards for studies involving human participants in educational contexts. Participation was entirely voluntary, and participants were given comprehensive information regarding the study’s goals, procedures, and their right to refuse or withdraw at any time without penalty. Informed consent was secured to affirm their understanding and willingness to participate. Personal identifiers were not collected, and all responses were handled with strict confidentiality to maintain participant anonymity. The information obtained was solely used for academic purposes. These safeguards ensured that the research was conducted with integrity, transparency, and ethical consideration for all individuals involved.

Disclaimer (Artificial Intelligence)

The author(s) hereby declare that generative AI technologies have been used during the writing and editing of this manuscript. The details of the AI usage are as follows:

1. Grammarly: Used for grammar and spellchecking, as well as suggestions for improving sentence structure and overall clarity.
2. Quillbot: Employed for paraphrasing and refining sentence flow to enhance readability and coherence.

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